

REQUEST FOR APPLICATION

Part 4:
Standard Application
System (SAS)

Target Tech in Texas (T3) Collaborative
Grant—American Recovery and
Reinvestment Act (ARRA) of 2009

Authorized By
Public Law 107–110, CFDA# 84.386, No Child Left Behind
(NCLB) Act of 2001, Title II, Part D
and
American Recovery and Reinvestment Act of 2009 (ARRA or
Recovery Act); enacted February 17, 2009 (P.L. 111-5)

IMPORTANT



**We want you to be successful.
Please take one more look at your application!**

<i>Deadline</i>	Thursday, July 9, 2009, 5:00 PM CT
<i>Submission</i>	Complete applications must be received in TEA's Document Control Center on or before 5:00 PM (Central Time) on the deadline date indicated in the RFA.
<i>Application</i>	<ul style="list-style-type: none">• Each copy of application stapled in upper left corner.• No binding of application in a notebook or folder.• No cover sheet, table of contents, or divider pages.• Must address all statutory requirements.• Narrative Schedules: Must use required forms provided. No missing schedules. No font sizes smaller than 9 points, Arial or Verdana. No handwritten schedules; they must be typed. Must conform to specified format. Must not exceed specified page limitations.
<i>Number of Copies</i>	6 complete copies must be received in TEA by 5:00 PM (Central Time) on the deadline date.
<i>Signature</i>	Schedule #1—at least 3 copies of the application must have an original signature of the person authorized to bind the applicant in a contract.
<i>Provisions & Assurances (Schedules 6A-6F)</i>	Read these carefully and include in all pages of each copy of the application.
<i>Contact Person</i>	If you have any questions, please contact: Rebecca.Schroeder@tea.state.tx.us

<p align="center">For TEA Use Only</p> <p>Adjustments and/or annotations made on this page have been confirmed with _____</p> <p>by telephone/FAX on _____</p> <p>by _____ of TEA.</p>	<p>TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p>School Years 2009-2010 and 2010-2011</p>	<p><u>Edgewood ISD</u> Organization Name</p> <p align="right">015-905 County District No.</p> <hr/> <p align="right">9-Digit Vendor ID# 20 ESC Region</p> <p>Amendment No. _____</p> <p align="right">NOGA ID No. (Assigned by TEA)</p>
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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009

Schedule #1 – General Information

Use of the Standard Application System: This system provides a series of standard schedules to be used as formats by applicants who apply for funds administered by the Texas Education Agency. If additional clarification is needed, please call Rebecca Schroeder at 512-463-9269.

Program Authority: Public Law 107-110, NCLB of 2001 Title II, Part D, Subpart 1, Enhancing Education Through Technology and the American Recovery and Reinvestment Act (ARRA) of 2009, Title VIII

Project Beginning Date: 10/01/2009

Project Ending Date: 09/30/2011

Part 1: Index to this Application: An X has been placed in the New Application column to indicate each schedule that **must** be submitted as a part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application column next to the schedule(s) being submitted as part of the amendment.

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
2	Shared Services Arrangement Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Summary and Application Requirements	X	NA
4A	Program Abstract: Collaborating Partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
4E	Private Nonprofit School Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600 (Exclusive of 6619 and 6629)	<input type="checkbox"/>	<input type="checkbox"/>
6A	General Provisions and Assurances	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	X	NA
6E	NCLB Act Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, lobbying requirements, Special Provisions and Assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official

Typed First Name		Initial	Last Name	Title
Elizabeth		P.	Garza	Superintendent
Phone	Fax	Email		Signature/Date signed (blue ink preferred)
210-444-4520	210-444-4602	egarza@eisd.net		

Only the legally responsible party may sign this application.

6 complete copies of the application, at least 3 with original signature(s), must be received by 5:00 p.m., Thursday, July 9, 2009, in the:

Texas Education Agency
William B. Travis Bldg.
Document Control Center, Room 6-108
1701 North Congress Avenue
Austin, Texas 78701-1494

TEA DOCUMENT CONTROL NO.

<p>For TEA Use Only Adjustments and/or annotations made on this have been confirmed with _____</p> <p>by telephone/FAX on _____ by _____ of TEA.</p>	<p>TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p>School Years 2009-2010 and 2010-2011</p>	<p>015-905 County District No.</p> <p>_____ Amendment No.</p>
<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p> <p>Schedule #1—General Information</p>		
<p>Part 2: List of Required Attachments</p>		
<p>For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.</p>		
<p>1 <input checked="" type="checkbox"/></p>	<p>Proof of Nonprofit Status</p> <p>Required for open-enrollment charter schools sponsored by a nonprofit organization <u>Current</u> proof of nonprofit status (see instructions and guidelines for acceptable proof) <i>(if applicable)</i></p>	
<p>2 <input checked="" type="checkbox"/></p>	<p>Proof of Financial Stability</p> <p>Assurance that Audit Requirements for School Districts, Open-Enrollment Charter Schools, and ESCs have been met: All public school districts, open-enrollment charter schools, and education service centers (ESCs) must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. All applicants must be deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.</p>	
<p>3 <input checked="" type="checkbox"/></p>	<p>Letter of Involvement</p> <p>Required of all Collaborative partners that include entities other than LEAs and ESCs (i.e., nonprofit and for-profit organizations, libraries, IHEs): All members of a collaborative that are not LEAs or ESCs (i.e., libraries, nonprofits, for-profits, and IHEs) are required to provide copies of letters of involvement to the LEA or ESC acting as fiscal agent of the collaborative. Letters of involvement must be written on entity's letterhead, outline the roles and responsibilities the entity intends to fulfill, and at least three copies must be signed by the organization's CEO. An autopen signature is not considered a written signature and will not be accepted. The fiscal agent is required to submit any such letters with the application. Failure to submit copies of these letters for each partner will result in the deduction of up to 10 points.</p>	
<p>4 <input type="checkbox"/></p>	<p>Waiver for Professional Development</p> <p>Required if requesting waiver for professional development: If requesting a waiver for the required 25% professional development, the waiver must be completed and included in the application. See Schedule #4B—Professional Development, Part 3, for the waiver form. This form is ONLY required of applicants applying for a waiver to the professional development requirement.</p>	
<p>5 <input checked="" type="checkbox"/></p>	<p>Reviewer Information Form</p> <p>All applicants are required to complete the reviewer information form and to submit it online by May 15, 2009. Please see Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.</p>	

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009
Schedule #1—General Information

Part 3: Applicant Information

Organization Information

Organization Name				
Edgewood ISD				
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
5358 W. Commerce		San Antonio	TX	78237
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code		
20	010541092	42856905		
Campus Name (if application is for a single campus-based project)				Campus Number
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code

Applicant Contacts

Primary Contact

First Name	Initial	Last Name	Title	
Dennis	P.	Doose	T3 Project Director	
Telephone	Fax	Email		
210-434-7361	210-433-2117	dpdoose@hotmail.com		
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
426 N. San Felipe Ave.		San Antonio	TX	78228

Secondary Contact

First Name	Initial	Last Name	Title	
Daniel	S.	Meza	Grants Administrator	
Telephone	Fax	E-mail		
210-444-8118	210-444-8141	dmeza@eisd.net		
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
1602 W. Thompson		San Antonio	TX	78226

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009 Schedule #2—Shared Services Arrangement Certification
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I, as one of the above member district authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the local education agency (LEA) that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement activities and is therefore responsible for ensuring that all funds including payments to members of shared services arrangements are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written shared services agreement which describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SHARED SERVICES AGREEMENT, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy (ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in Schedules #6A and #6F as applicable.** Each member district certifies their agreement to participate in this Shared Services Arrangement, as stated throughout this grant application.

Participant List				
#	County-District #And Name	Authorized Official Name And Signature	Telephone Number And E-Mail Address	Funding Amount
Fiscal Agent				
1	015-905	Dr. Elizabeth P. Garza	210-444-4520	\$876,910.00
	Edgewood ISD	Signature	egarza@eisd.net	
Member Districts				
2	247-903	Dr. Thomas W. Harvey	210-779-6600	\$122,760.00
	La Vernia ISD	Signature	tom.harvey@lvschools.net	
3				
		Signature		
4				
		Signature		
5				
		Signature		

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009
Schedule #2 - Shared Services Arrangement

Participant List

#	County-District # And Name	Authorized Official Name And Signature	Telephone Number And e-Mail Address	Funding Amount
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Member Districts

6		Signature		
7		Signature		
8		Signature		
9		Signature		
10		Signature		
11		Signature		
12		Signature		
13		Signature		
14		Signature		
15		Signature		
16		Signature		
17		Signature		
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23		Signature		
24		Signature		
25		Signature		

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009
Schedule #3—Purpose of Amendment

Part 1: Schedules Amended

When submitting a revision or an amendment, please indicate what schedules were revised/amended and the justification for the revisions/amendments made to this application:

Schedules Changed (Check all schedules that are being amended.):

<input type="checkbox"/> Schedule #1—General Information <input type="checkbox"/> Schedule #2—Certification of Shared Services Arrangement <input type="checkbox"/> Schedule #3—Purpose of Amendment <input type="checkbox"/> Schedule #4—Prog Summ./App Reqs. <input type="checkbox"/> Schedule #4A—Prog Abstract: Coll. Partners <input type="checkbox"/> Schedule #4B—Program Description <input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation <input type="checkbox"/> Schedule #4D—Equitable Access and Participation	<input type="checkbox"/> Schedule #4F—Private Nonprofit Schools <input type="checkbox"/> Schedule #5—Program Budget Summary <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 <input type="checkbox"/> Schedule #5G—Capital Outlay 6600 (Exclusive of 6619 and 6629) <p style="text-align: center;">The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.</p>
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Part 2: Revised Budget

Complete this part if there are any budgetary changes.

			A	B	C	D
Line No.	Sch. No.	Class/ Object Code	Grant Project Costs Previously Approved Budget	Amount Deleted	Amount Added	New Budget
01	5B	6100	\$	\$	\$	\$
02	5C	6200				
03	5D	6300				
04	5E	6400				
05	5F	6500				
06	5G	6600				
07	5H	6629				
08	Total Direct Costs		\$	\$	\$	\$
09	*Indirect Cost (%)					
10	Total Costs		\$	\$	\$	\$

* Administrative costs are limited to 3%, including direct and indirect costs.

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009 Schedule #3—Purpose of Amendment						
Part 3: Grant Amendment Request All Grants Regardless of Dollar Amount Reason for Amendment Request						
<input type="checkbox"/>	1. Addition of a class/object code not previously budgeted on the Budget Summary.					
<input type="checkbox"/>	2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code.					
<input type="checkbox"/>	3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B-5G).					
<input type="checkbox"/>	4. Increase or decrease in the number of positions budgeted on Payroll Costs (Schedule #5B).					
<input type="checkbox"/>	5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Supplies and Materials (Schedule #5C).					
<input type="checkbox"/>	6. Addition of a new item or increase in quantity of capital outlay item(s) ≥ \$5,000 approved on Capital Outlay (Schedule #5G) for articles costing \$5,000 or more.					
<input type="checkbox"/>	7. Addition of a new item of capital outlay items approved on Capital Outlay (Schedule #5G) for articles costing less than \$5,000.					
<input type="checkbox"/>	8. Reduction of funds allotted for training costs					
<input type="checkbox"/>	9. Change in construction costs					
<input type="checkbox"/>	10. Additional funds needed					
<input type="checkbox"/>	11. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval					
<input type="checkbox"/>	12. Request to extend the ending date of the grant	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">From Ending Date:</td> <td style="width: 33%; text-align: center;">_____</td> <td style="width: 33%; text-align: center;">To Extended Date:</td> <td style="width: 33%; text-align: center;">_____</td> </tr> </table>	From Ending Date:	_____	To Extended Date:	_____
From Ending Date:	_____	To Extended Date:	_____			
Part 4: Amendment Justification						
<p>Reminder: Must maintain 25% professional development requirement.</p>						

The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009
Schedule #4—Program Summary and Application Requirements

Part 1: Summary of Program

Purpose and Goals

The purpose of this RFA is to solicit grant applications from eligible applicants to implement programs that will stimulate the use of educational technology to improve teaching and learning. Grant funds are to be used to assist schools in providing 21st Century classrooms as envisioned by the *Long-Range Plan for Technology, 2006-2020* (LRPT), available online at (<http://ritter.tea.state.tx.us/technology/lrpt/LRPTCompleteDec06.pdf>). The LRPT is designed to guide Texas Local Education Agencies (LEAs) in the effective use of technology to prepare students to learn and work in the 21st century.

To achieve this goal, Texas schools must assess their technology needs and implement programs that make substantial progress in meeting the Target Tech level on the Texas Campus and Teacher School Technology and Readiness (STaR) Charts. Providing students with the necessary advanced technologies, educational technology programs and practices, and well-trained teachers will enable schools to use innovative teaching strategies designed to engage students and promote critical thinking, problem solving, creativity, and college and career readiness.

TEA encourages LEAs to submit an application as a collaborative and will provide priority points to collaborative applicants. Three or more high-need LEAs included in the collaborative will receive additional priority points. Collaboration encourages the development of relationships so that LEAs are not working in isolation, but instead are searching out and identifying common needs, goals, and resolutions to create broader participation within the community to help move LEAs toward 21st Century classrooms.

Benefits of collaboration include:

- **Cost:** Collaboration takes advantage of the economy of scale, in which the cost per student served decreases as the number of students served increases.
- **Support:** The high-need LEA receives more direct access to the experience, expertise, and resources of its collaborating partners, who can provide the high-need LEA with assistance in critical areas such as professional development and training, leadership, and technical support.
- **Enhancement of existing programs:** The partners that collaborate with the high-need LEA are able to use T3 Collaborative Grant—ARRA funds to enhance the educational technology services they already offer (providing they use T3 Collaborative Grant—ARRA funds to supplement and not supplant, funds they already receive).

Allowable Activities

The activities and use of funds that are allowable under the T3 Collaborative Grant—ARRA may include but are not limited to the following:

- External evaluation services
- Costs of activities to support LEAs in making substantial progress toward the Target Tech level of the Texas STaR Chart
- Costs for grant leaders (a minimum of two people) to attend two annual Target Tech in Texas Collaborative Grant Leadership Conferences, i.e., in school year in school year 2009-2010 and 2010-2011.
- Professional Development

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009

Schedule #4—Program Summary and Application Requirements

Part 2: Needs Assessment and Sustainability Requirements

#	Requirement Description	Schedule
1	Describe the needs identified in the assessment of Texas Campus and Teacher STaR Charts, or the common needs of the LEAs if applying as a collaborative, and identify which of the defined Focus Areas you anticipate incorporating into your grant program that will help each LEA make substantial progress in meeting Target Tech level.	Schedule #4A—Needs Assessment and Sustainability
2	Describe how the choice of Focus Areas addresses the Technology Plan(s) of the high-need LEA, or all LEAs if applying as collaborative,	Schedule #4A—Needs Assessment and Sustainability
3	Describe the long-term plans for sustainability of the programs and practices that funding under this one-time stimulus funding opportunity will make possible.	Schedule #4A—Needs Assessment and Sustainability

Part 3: NCLB Title II, Part D, Requirements

#	Requirement Description	Schedule
1	Describe how you will use funds to improve the student academic achievement, including technology literacy, of all students attending schools served by the LEA and to improve the capacity of all teachers to integrate technology effectively into curricula and instruction.	Schedule #4B—Program Description: NCLB Title II, Part D, Requirements
2	Describe your specific goals for using advanced technology to improve student academic achievement aligned with challenging State academic content and student academic achievement standards.	Schedule #4B—Program Description: NCLB Title II, Part D, Requirements
3	Describe the steps you will take to ensure that all students and teachers in schools served by the LEA involved have increased access to educational technology, including how the LEA would use funds (such as combining the funds with funds from other sources) to help ensure that—(A) students in high-poverty and high-needs schools, or schools identified under Section 1116, have access to technology; and (B) teachers are prepared to integrate technology effectively into curricula and instruction.	Schedule #4B—Program Description: NCLB Title II, Part D, Requirements
4	Describe how you will—(A) identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards; and (B) provide ongoing, sustained professional development for applicable teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local educational agency involved in providing the ongoing, sustained professional development.	Schedule #4B—Program Description: NCLB Title II, Part D, Requirements
5	Describe the type and costs of technologies to be acquired, including services, software, and digital curricula, and including specific provisions for interoperability among components of such technologies.	Schedule #4B—Program Description: NCLB Title II, Part D, Requirements
6	Describe how you will coordinate activities carried out with grant funds with technology-related activities carried out with funds available from other federal, state, and local sources.	Schedule #4B—Program Description: NCLB Title II, Part D, Requirements
7	Describe how you will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration.	Schedule #4B—Program Description: NCLB Title II, Part D, Requirements
8	Describe how you will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, and, if applicable, distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.	Schedule #4B—Program Description: NCLB Title II, Part D, Requirements
9	Describe how you will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school.	Schedule #4B—Program Description: NCLB Title II, Part D, Requirements

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009

Schedule #4—Program Summary and Application Requirements

#	Part 3: NCLB Title II, Part D, Requirements (cont.)	Schedule
10	Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.	Schedule #4B—Program Description: NCLB Title II, Part D, Requirements
11	Describe the process and accountability measures that you will use to evaluate the extent to which activities funded under the grant are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student academic achievement standards.	Schedule #4B—Program Description: NCLB Title II, Part D, Requirements
12	Describe the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.	Schedule #4B—Program Description: NCLB Title II, Part D, Requirements
13	Describe how you will meet the Title II, Part D, requirement to use not less than 25% of awarded grant funds to provide ongoing, sustained, and intensive, high-quality professional development. The recipient shall provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology— <ul style="list-style-type: none"> a. to access data and resources to develop curricula and instructional materials b. to enable teachers— <ul style="list-style-type: none"> i. to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators; and ii. to retrieve Internet-based learning resources c. to lead to improvements in classroom instruction in the core academic subjects, that effectively prepare students to meet challenging State academic content standards, including increasing student technology literacy, and student academic achievement standards d. to teach effectively in the online environment e. to serve as an effective on-site facilitator for online courses. 	Schedule #4B—Program Description: NCLB Title II, Part D, Requirements
14	Applicants who can demonstrate the applicant already provides sufficient professional development may request a waiver. The applicant must demonstrate to the satisfaction of TEA through a properly prepared and approved waiver that the grantee already provides ongoing, sustained, and intensive, high-quality professional development that is based on a review of relevant research, to all teachers in core academic subjects in the integration of advanced technologies, including emerging technologies, into curricula and instruction. In addition, applicants must demonstrate that all educators currently meet the SBEC standards for beginning teachers that include the technology application standards I-V to be eligible for the waiver. The applicant must provide a complete and specific description of the following: <ul style="list-style-type: none"> a. How professional development in technology is: <ul style="list-style-type: none"> i. Ongoing ii. Sustained (not stand-alone sessions) iii. Intensive iv. High-quality v. Based on review of relevant research vi. Provided to all teachers on the participating campuses in core academic subjects vii. Focuses on the integration of advanced technologies, including emerging technologies, into curricula and instruction b. A statement that all educators on the participating campuses currently meet the SBEC standards for beginning teachers that include the technology application standards I-V. c. Applicants must assure their professional development meets the definition of professional development in Schedule #6E—Provisions and Assurances for No Child Left Behind. <p>The waiver is subject to review and approval by TEA. In the event the waiver is <u>not</u> approved, and the grantee is selected for funding, the grantee will be required to revise the application to incorporate 25% of the funds to be used for professional development.</p>	Schedule #4B—Program Description: Professional Development

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009

Schedule #4—Program Summary and Application Requirements

Part 4: Target Tech Requirements

1	Describe how you anticipate that the curriculum redesign plan will include ways to transform curriculum and instruction by providing opportunities in the classroom, school libraries, and home that would not be possible without technology.	Schedule #4B—Program Description: Curriculum and Instruction
2	Describe how you anticipate that the curriculum redesign plan will involve teachers, curriculum and technology specialists, and school librarians so as to help teach strategies for creating new learning environments that incorporate technology.	Schedule #4B—Program Description: Curriculum and Instruction
3	<p>Describe in detail the high-quality professional development plan you anticipate implementing. The intended outcome of this plan would be to move teachers, librarians, administrators, and other school leaders to Target Tech level of the Texas STaR Chart. Describe how you anticipate meeting the following requirements of a high-quality professional development plan:</p> <ul style="list-style-type: none"> a. Teachers must complete at least 18 hours of professional development each year of the grant on the use of educational technologies to improve teaching and learning. b. The professional development selected must be a research-based model and include detailed plans for implementation. c. The professional development model must be ongoing and must not be dependent on specific hardware or software but rather focus on pedagogical strategies for classroom instruction that includes mentors/coaches, through the use of technology. d. The professional development provider must be available to provide ongoing support throughout the duration of the program. 	Schedule #4B—Program Description: Professional Development
4	<p>Describe how you anticipate providing leadership support in accordance with the following requirements:</p> <ul style="list-style-type: none"> a. Administrators must complete at least 12 hours of educational technology leadership training each year of the grant to make substantial progress to meet the Target Tech levels of progress on the Campus STaR Chart. b. Administrators must allow time for teachers to attend professional development and Curriculum redesign meetings, allowing for substitute teachers when necessary. c. Administrators must hold teachers accountable for implementing the pedagogical strategies provided in professional development on the effective use of technology. d. Administrators must follow all evaluation requirements outlined in the grant. 	Schedule #4B—Program Description: Project Management

<p style="text-align: center;">For TEA Use Only</p> <p>Adjustments and/or annotations made on this have been confirmed with _____</p> <p>by telephone/FAX on _____ by _____ of TEA.</p>	<p>TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p>School Years 2009-2010 and 2010-2011</p>	<p style="text-align: right;">015-905 County District No.</p> <p style="text-align: right;">_____ Amendment No</p>
<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p> <p>Schedule #4—Program Summary and Application Requirements</p>		
<p>Part 5: Infrastructure and Implementation Requirements</p>		
#	Requirement Description	Schedule
1	Provide a detailed analysis of strengths and weaknesses of existing infrastructure, along with a description of how weaknesses will be addressed in order to ensure that appropriate infrastructure exists to support district's technology goals.	Schedule #4B—Program Description: Infrastructure and Implementation
2	Describe how you will provide strategies for the project that accommodate flexible implementation and include time for collaboration, communication, adjustments, and feedback during the course of the program.	Schedule #4B—Program Description: Infrastructure and Implementation
3	If you are currently receiving Vision 2020 project funding or have applied for funding under Vision 2020, Cycle 2, describe how project management will be conducted so as to keep T3 Collaborative Grant—ARRA funding activities separate from those of the Vision 2020 grant while still implementing the program and providing services effectively.	Schedule #4B—Program Description: Infrastructure and Implementation
4	Provide evidence that the project director in each participating district has sufficient, dedicated time for program activities. Grantees receiving funding from other Title II, Part D, funding sources (such as Vision 2020, Cycle 1 or 2) must describe their plans for budgeting and documenting expenses separately for each Title II, Part D, project.	Schedule #4B—Program Description: Infrastructure and Implementation
5	Describe how you will ensure that teachers involved are well informed of all aspects of program plans; that roles and responsibilities of all participants are clearly defined; and plans are in place to keep all program participants informed of project progress, problems, and changes.	Schedule #4B—Program Description: Infrastructure and Implementation
6	Describe your strategies to address changes in policy due to issues that may arise during the program.	Schedule #4B—Program Description: Infrastructure and Implementation
7	The LEA's readiness to implement and support this program beginning in October 2009.	Schedule #4B—Program Description: Infrastructure and Implementation
<input checked="" type="checkbox"/> Yes Applicant verifies that all requirements are met in these program narrative component descriptions and activities.		

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009 Schedule #4—Program Summary and Application Requirements					
Part 6: Program Assurances					
#	Assurance Description				
1	<p>Children's Internet Protection Act (CIPA) Certification - The applicant must certify by entering an "X" in the appropriate box below that one of the following conditions exists. The signature of the authorized official on Schedule #1 incorporates this certification.</p> <p>See http://www.sl.universalservice.org/reference/CIPA.asp for CIPA statute.</p> <p><input checked="" type="checkbox"/> Every "applicable school" has complied with the CIPA requirements in Title II, Part D, Subpart 4</p> <p><input type="checkbox"/> Not all "applicable schools" have yet complied with the requirements in Title II, Part D, Subpart 4</p> <p><input type="checkbox"/> a. the LEA is undertaking such action, including any necessary procurement procedures to put in place an Internet safety policy for each applicable school that meets the requirements and will certify in the application for funds that it is in compliance, (a copy of the plan for coming into compliance by the beginning of the school year is attached to this schedule); or</p> <p><input type="checkbox"/> b. the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance. A copy of the waiver is attached to this schedule</p> <p><input type="checkbox"/> The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive e-rate services under the Communications Act of 1934, as amended. (An "applicable school" is an elementary or secondary school that does <i>not</i> receive e-rate discounts and for which Ed Tech fund are used to purchase computers, used to access the Internet, or to pay the direct costs associated with accessing the Internet.) For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.</p>				
2	The applicant must provide assurance that financial assistance provided under this grant will supplement, and not supplant, state and local funds.			See Schedule #6F—Program-Specific Provisions and Assurances	
3	The applicant must provide assurance that it will assess the Texas Campus and Teacher STaR Charts and that on the basis of that assessment, it will select Focus Areas for the grant that are best suited to moving the high-need LEA toward Target Tech level and to meeting the goals of the Long-Range Plan for Technology (LRPT, online at http://ritter.tea.state.tx.us/technology/lrpt/LRPTCompleteDec06.pdf). If applying as a collaborative, the applicant must provide assurance that it will assess the Texas Campus and Teacher STaR Charts for every LEA in the collaborative and that on the basis of that assessment, it will select Focus Areas for the grant that focus on the needs of the high-need LEA(s) while moving all LEAs in the collaborative toward Target Tech level and to meeting the goals of the Long-Range Plan for Technology			See Schedule #6F—Program-Specific Provisions and Assurances	
4	The applicant must provide assurance that it will oversee a curriculum redesign process to ensure that districts are providing 21 st Century classroom curriculum, as described in the LRPT (online at http://ritter.tea.state.tx.us/technology/lrpt/LRPTCompleteDec06.pdf).			See Schedule #6F—Program-Specific Provisions and Assurances	
5	The applicant must provide assurance that all districts in the collaborative will submit a curriculum redesign plan in conjunction with their first progress report.			See Schedule #6F—Program-Specific Provisions and Assurances	

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009 Schedule #4—Program Summary and Application Requirements					
Part 6: Program Assurances (cont.)					
#	Assurance Description				
6	The applicant must provide assurance that districts will be provided with the necessary infrastructure to support 21 st Century classrooms and enhance student instruction, as described in the LRPT (online at http://ritter.tea.state.tx.us/technology/lrpt/LRPTCompleteDec06.pdf).				See Schedule #6F—Program-Specific Provisions and Assurances
7	The applicant must provide assurance that districts will be provided with appropriate technical and pedagogical support.				See Schedule #6F—Program-Specific Provisions and Assurances
8	The applicant must provide assurance that it will identify and budget for grant leaders (a minimum of two people) to attend two annual Target Tech in Texas Collaborative Grant Leadership Conferences for two years, i.e., in school year 2009-2010 and 2010-2011. The first conference will be held in Austin, Texas, on October 13 and 14. Applicants should budget for a total of 3 days for each year of the conference.				See Schedule #6F—Program-Specific Provisions and Assurances
9	The applicant must provide assurance that it will contract with an external evaluator to evaluate the program, and that it will expend no more than 8% of the total grant award on evaluation services. The evaluation must be conducted by an evaluator who has the capability to remain independent and objective in carrying out the evaluation. "Independent and objective" implies that there is no influence or control, real or perceived, exerted on the evaluator by any person who is involved in the provision of program services. Therefore, the only way in which a contracted evaluator can be truly independent and objective is to not be involved in any manner in the provision of program services or activities.				See Schedule #6F—Program-Specific Provisions and Assurances
10	Public Law 107-110, Section 9521 states "a local educational agency may receive funds under a covered program for any fiscal year only if the State educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of such agency and the State with respect to the provision of free public education by such agency for the preceding fiscal year was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second preceding fiscal year". LEAs are responsible for maintaining effort and for documenting maintenance of effort (MOE). TEA will verify each LEA's MOE using information obtained from the PEIMS database. TEA staff will notify the applicant in the event <u>fiscal</u> effort has not been maintained. The final grant amount will be reduced in exact proportion by which the LEA fails to meet 90 percent of the combined fiscal effort per student and aggregate expenditures (using the measure more favorable to the LEA. [P. L. 107-110, Title IX, Section 9521.]				See Schedule #6F—Program-Specific Provisions and Assurances
11	The applicant must provide assurance that it will meet the Title II, Part D, requirement, or submit a waiver, that a grantee shall use not less than 25% of awarded grant funds to provide ongoing, sustained, and intensive, high-quality professional development. The recipient shall provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology.				See Schedule #6E— NCLB Act Provisions and Assurances
<input checked="" type="checkbox"/> Yes	The applicant must certify adherence to the above Program Assurances by entering an "X" in the box to the left noting agreement with a "Yes". The signature of the authorized official on Schedule #1 incorporates this agreement.				

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p> <p>Schedule #4A—Program Abstract: Collaborating Partners</p>		
<p>This schedule only required if applying as a collaborative</p>		
<p>Required of all collaborative partners that include entities other than LEAs and ESCs (i.e., nonprofit and for-profit organizations, libraries, IHEs):</p> <p>Duplicating as necessary, complete a copy of this page for each member of the collaborative that is not an LEA or ESC (i.e., libraries, nonprofits, for-profits, and IHEs). For each collaborating partner listed in this schedule, a "Letter of Involvement" must accompany the each copy of the application. Letter of Involvement must be written on entity's letterhead and must outline the roles and responsibilities the entity intends to fulfill. At least three copies must contain the original signature of the CEO or highest practicable officer. An autopen signature is not considered an original signature and will not be accepted. The fiscal agent is required to submit any such letters with the application.</p>		
<input type="checkbox"/> N/A	<p>Applicant verifies that the collaborative for this grant application includes only LEA(s) and ESC(s). If checking this box, applicant should leave this schedule blank and continue to Schedule #4B—Program Description: Needs Assessment and Sustainability.</p>	
<p>Name of Partnering Organization:</p> <p>Lamar University</p>		
<p>Describe the main roles and responsibilities of partnering organization. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>Lamar University is an IHE partner, and collaborates with the Edgewood ISD TR3I-Tech (Teaching Rigor, Relevance & Relationships with Immersive Technology; pronounced as "try-tech") Grant Consortium to provide online dual credit classes in all the core academic areas for qualified high school students, and to provide online courses and a degree program for instructional technology leaders. The Lamar University faculty members are responsible for the course content and syllabi, selection of student resources, assignments, evaluation strategies, and oversight of academic coaches supporting student success. The university maintains a record of the resume and transcript(s) for each coach and the coaches are evaluated via the university online course evaluation system. In addition, the online participation and appropriate functioning of the coaches with students is electronically monitored for the duration of each course. Presently, Lamar University is totally responsible for all technical and human processes related to admissions, academic advising, enrollment in classes, collection and monitoring of student tuition and application fees, and assessment of online courses.</p> <p>As detailed in the Letter of Involvement, Lamar University will collaborate and cooperate with all members of the grant consortium, and will adhere to all guidelines, regulations and financial system requirements of the fiscal agent, Edgewood ISD, and the Texas Education Agency.</p> <p>Please note that the superintendents from Edgewood ISD and La Vernia ISD, and the president of Holy Cross of San Antonio have already signed articulation agreements in anticipation of this grant, insuring the local school and/or district will award high school credit for the dual credit courses.</p>		
<p>Describe the underlying rationale/research for including the partner in the project. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>By partnering with Lamar University, the four TR3I-Tech Grant Consortium high schools will be able to offer a wide range of dual credit courses in core academic areas, designed and taught by university professors, ensuring rigor and relevance with college level expectations. These online courses offer flexibility to the schools in scheduling, and the students will have accessibility outside of normal school hours. This partnership provides an opportunity to offer courses that may not currently be available within the school. An academic coach will be made available to the students, making the transition to college level work easier and providing support beyond our local counseling staff. As an outcome of participating in the dual credit courses, consortium students will be able to enter college with transferable credits, and with confidence in their ability to do college level academic work.</p> <p>Lamar University also offers professional development in technology integration in the form of online courses and a degree program. A campus-level technology specialist from each participating middle school campus, and a district-level technology administrator from each LEA, will participate in an online Master of Education degree program in Educational Technology Leadership. The online courses provide a flexible approach to improving technology leadership skills while earning college credit. The courses include hands-on application activities that are reflected in classroom instruction, increasing leadership and support for online learning.</p>		

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p> <p>Schedule #4A—Program Abstract: Collaborating Partners</p>		
<p>This schedule only required if applying as a collaborative</p>		
<p>Required of all collaborative partners that include entities other than LEAs and ESCs (i.e., nonprofit and for-profit organizations, libraries, IHEs):</p> <p>Duplicating as necessary, complete a copy of this page for each member of the collaborative that is not an LEA or ESC (i.e., libraries, nonprofits, for-profits, and IHEs). For each collaborating partner listed in this schedule, a "Letter of Involvement" must accompany the each copy of the application. Letter of Involvement must be written on entity's letterhead and must outline the roles and responsibilities the entity intends to fulfill. At least three copies must contain the original signature of the CEO or highest practicable officer. An autopen signature is not considered an original signature and will not be accepted. The fiscal agent is required to submit any such letters with the application.</p>		
<input type="checkbox"/> N/A	<p>Applicant verifies that the collaborative for this grant application includes only LEA(s) and ESC(s). If checking this box, applicant should leave this schedule blank and continue to Schedule #4B—Program Description: Needs Assessment and Sustainability.</p>	
<p>Name of Partnering Organization:</p> <p>University of Texas at Arlington</p>		
<p>Describe the main roles and responsibilities of partnering organization. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>The University of Texas at Arlington is an IHE partner, and collaborates with the Edgewood ISD TR₃I-Tech Grant Consortium to provide online dual credit classes in all the core academic areas for qualified high school students. The UT Arlington faculty members are responsible for the course content and syllabi, selection of student resources, assignments, evaluation strategies, and oversight of academic coaches supporting student success. The university maintains a record of the resume and transcript(s) for each coach and the coaches are evaluated via the university online course evaluation system. In addition, the online participation and appropriate functioning of the coaches with students is electronically monitored for the duration of each course. UT Arlington is totally responsible for all technical and human processes related to admissions, academic advising, enrollment in classes, collection and monitoring of student tuition and application fees, and assessment of online courses.</p> <p>As detailed in the Letter of Involvement, UT Arlington will collaborate and cooperate with all members of the grant consortium, and will adhere to all guidelines, regulations and financial system requirements of the fiscal agent, Edgewood ISD, and the Texas Education Agency.</p> <p>Please note that the superintendents from Edgewood ISD and La Vernia ISD, and the president of Holy Cross of San Antonio have already signed articulation agreements in anticipation of this grant, insuring the local school and/or district will award high school credit for the dual credit courses.</p>		
<p>Describe the underlying rationale/research for including the partner in the project. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>By partnering with the University of Texas at Arlington, the TR₃I-Tech Grant Consortium high schools will be able to offer a wide range of dual credit courses in core academic areas, designed and taught by university professors, ensuring rigor and relevance with college level expectations. These online courses offer flexibility to the schools in scheduling, and the students will have accessibility outside of normal school hours. This partnership provides an opportunity to offer courses that may not currently be available within the school. An academic coach will be made available to the students, making the transition to college level work easier and providing support beyond our local counseling staff. As an outcome of participating in the dual credit courses, consortium students will be able to enter college with transferable credits, and with confidence in their ability to do college level academic work.</p>		

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p> <p>Schedule #4A—Program Abstract: Collaborating Partners</p>		
<p>This schedule only required if applying as a collaborative</p>		
<p>Required of all collaborative partners that include entities other than LEAs and ESCs (i.e., nonprofit and for-profit organizations, libraries, IHEs):</p> <p>Duplicating as necessary, complete a copy of this page for each member of the collaborative that is not an LEA or ESC (i.e., libraries, nonprofits, for-profits, and IHEs). For each collaborating partner listed in this schedule, a "Letter of Involvement" must accompany the each copy of the application. Letter of Involvement must be written on entity's letterhead and must outline the roles and responsibilities the entity intends to fulfill. At least three copies must contain the original signature of the CEO or highest practicable officer. An autopen signature is not considered an original signature and will not be accepted. The fiscal agent is required to submit any such letters with the application.</p>		
<input type="checkbox"/> N/A	<p>Applicant verifies that the collaborative for this grant application includes only LEA(s) and ESC(s). If checking this box, applicant should leave this schedule blank and continue to Schedule #4B—Program Description: Needs Assessment and Sustainability.</p>	
<p>Name of Partnering Organization:</p> <p>Holy Cross of San Antonio</p>		
<p>Describe the main roles and responsibilities of partnering organization. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>Holy Cross of San Antonio is a Private Nonprofit Junior-Senior High (Grades 6-12) School located within Edgewood ISD. As a Private Nonprofit school within the boundaries of Edgewood ISD, this school will receive the same focused solutions provided to Edgewood ISD, including:</p> <ul style="list-style-type: none"> - Classroom sets of netbook computers with carts for each 6th through 8th grade Mathematics classroom - A set of netbook computers with cart for placement in the campus library to support 24/7 learning - Dual-credit courses for high school students from Lamar University and UT Arlington to advance online learning and content area connections - Onsite in-classroom professional development for a minimum of 18 hours per teacher per year to increase the capabilities of educators, access to professional development, and professional development for online learning - Instructional Technology Leadership (ITL) Training for the campus principal and the administrative team <p>Please note that Holy Cross of San Antonio will not receive the Masters Online component as grant regulations prohibit private schools from receiving scholarships.</p> <p>As detailed in the Letter of Involvement, this school will collaborate and cooperate with all members of the grant consortium, and will adhere to all guidelines, regulations and financial system requirements of the fiscal agent, Edgewood ISD, and the Texas Education Agency.</p>		
<p>Describe the underlying rationale/research for including the partner in the project. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Demographic Justification:</p> <p>Holy Cross of San Antonio is located within the geographic boundary lines of Edgewood ISD, a high-need LEA based on census data with a poverty level exceeding 32%. According to the school lunch count, 75% of the students attending Holy Cross of San Antonio are considered Economically Disadvantaged.</p> <p>Holy Cross of San Antonio is a Substantial Need campus based on Campus STaR Chart data; the campus is Developing Tech in all key areas. The campus is also a Substantial Need campus based on Insufficient Title II, Part D, formula funds.</p>		

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p> <p>Schedule #4A—Program Abstract: Collaborating Partners</p>		
<p>This schedule only required if applying as a collaborative</p>		
<p>Required of all collaborative partners that include entities other than LEAs and ESCs (i.e., nonprofit and for-profit organizations, libraries, IHEs):</p> <p>Duplicating as necessary, complete a copy of this page for each member of the collaborative that is not an LEA or ESC (i.e., libraries, nonprofits, for-profits, and IHEs). For each collaborating partner listed in this schedule, a "Letter of Involvement" must accompany the each copy of the application. Letter of Involvement must be written on entity's letterhead and must outline the roles and responsibilities the entity intends to fulfill. At least three copies must contain the original signature of the CEO or highest practicable officer. An autopen signature is not considered an original signature and will not be accepted. The fiscal agent is required to submit any such letters with the application.</p>		
<input type="checkbox"/> N/A	<p>Applicant verifies that the collaborative for this grant application includes only LEA(s) and ESC(s). If checking this box, applicant should leave this schedule blank and continue to Schedule #4B—Program Description: Needs Assessment and Sustainability.</p>	
<p>Name of Partnering Organization:</p> <p>St. John Berchmans School</p>		
<p>Describe the main roles and responsibilities of partnering organization. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>St. John Berchmans School is a Private Nonprofit K through 8 School located within Edgewood ISD. As a Private Nonprofit school within the boundaries of Edgewood ISD, this school will receive the same focused solutions provided to Edgewood ISD, including:</p> <ul style="list-style-type: none"> - Classroom sets of netbook computers with carts for each 6th through 8th grade Mathematics classroom - A set of netbook computers with cart for placement in the campus library to support 24/7 learning - Onsite in-classroom professional development for a minimum of 18 hours per teacher per year to increase the capabilities of educators, access to professional development, and professional development for online learning - Instructional Technology Leadership (ITL) Training for the campus principal and the administrative team <p>Please note that St. John Berchmans School will not receive the Masters Online component as grant regulations prohibit private schools from receiving scholarships, and will not participate in the Dual Credit from IHE partners as this is a K-8 campus.</p> <p>As detailed in the Letter of Involvement, this school will collaborate and cooperate with all members of the grant consortium, and will adhere to all guidelines, regulations and financial system requirements of the fiscal agent, Edgewood ISD, and the Texas Education Agency.</p>		
<p>Describe the underlying rationale/research for including the partner in the project. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Demographic Justification:</p> <p>St. John Berchmans School is located within the geographic boundary lines of Edgewood ISD, a high-need LEA based on census data with a poverty level exceeding 32%. According to the school lunch count, 51% of the students attending St. John Berchmans School are considered Economically Disadvantaged.</p> <p>St. John Berchmans School is a Substantial Need campus based on Campus STaR Chart data; the campus is Developing Tech in all key areas. The campus is also a Substantial Need campus based on Insufficient Title II, Part D, formula funds.</p>		

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p> <p>Schedule #4A—Program Abstract: Collaborating Partners</p>		
<p>This schedule only required if applying as a collaborative</p>		
<p>Required of all collaborative partners that include entities other than LEAs and ESCs (i.e., nonprofit and for-profit organizations, libraries, IHEs):</p> <p>Duplicating as necessary, complete a copy of this page for each member of the collaborative that is not an LEA or ESC (i.e., libraries, nonprofits, for-profits, and IHEs). For each collaborating partner listed in this schedule, a "Letter of Involvement" must accompany the each copy of the application. Letter of Involvement must be written on entity's letterhead and must outline the roles and responsibilities the entity intends to fulfill. At least three copies must contain the original signature of the CEO or highest practicable officer. An autopen signature is not considered an original signature and will not be accepted. The fiscal agent is required to submit any such letters with the application.</p>		
<input type="checkbox"/> N/A	<p>Applicant verifies that the collaborative for this grant application includes only LEA(s) and ESC(s). If checking this box, applicant should leave this schedule blank and continue to Schedule #4B—Program Description: Needs Assessment and Sustainability.</p>	
<p>Name of Partnering Organization:</p> <p>St. John Bosco School</p>		
<p>Describe the main roles and responsibilities of partnering organization. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>St. John Bosco School is a Private Nonprofit K through 8 School located within Edgewood ISD. As a Private Nonprofit school within the boundaries of Edgewood ISD, this school will receive the same focused solutions provided to Edgewood ISD, including:</p> <ul style="list-style-type: none"> - Classroom sets of netbook computers with carts for each 6th through 8th grade Mathematics classroom - A set of netbook computers with cart for placement in the campus library to support 24/7 learning - Onsite in-classroom professional development for a minimum of 18 hours per teacher per year to increase the capabilities of educators, access to professional development, and professional development for online learning - Instructional Technology Leadership (ITL) Training for the campus principal and the administrative team <p>Please note that St. John Bosco School will not receive the Masters Online component as grant regulations prohibit private schools from receiving scholarships, and will not participate in the Dual Credit from IHE partners as this is a K-8 campus.</p> <p>As detailed in the Letter of Involvement, this school will collaborate and cooperate with all members of the grant consortium, and will adhere to all guidelines, regulations and financial system requirements of the fiscal agent, Edgewood ISD, and the Texas Education Agency.</p>		
<p>Describe the underlying rationale/research for including the partner in the project. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Demographic Justification:</p> <p>St. John Bosco School is located within the geographic boundary lines of Edgewood ISD, a high-need LEA based on census data with a poverty level exceeding 32%. According to the school lunch count, 68% of the students attending St. John Bosco School are considered Economically Disadvantaged.</p> <p>St. John Bosco School is a Substantial Need campus based on Campus STaR Chart data; the campus is Developing Tech in all key areas. The campus is also a Substantial Need campus based on Insufficient Title II, Part D, formula funds.</p>		

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p> <p>Schedule #4A—Program Abstract: Collaborating Partners</p>		
<p>This schedule only required if applying as a collaborative</p>		
<p>Required of all collaborative partners that include entities other than LEAs and ESCs (i.e., nonprofit and for-profit organizations, libraries, IHEs):</p> <p>Duplicating as necessary, complete a copy of this page for each member of the collaborative that is not an LEA or ESC (i.e., libraries, nonprofits, for-profits, and IHEs). For each collaborating partner listed in this schedule, a "Letter of Involvement" must accompany the each copy of the application. Letter of Involvement must be written on entity's letterhead and must outline the roles and responsibilities the entity intends to fulfill. At least three copies must contain the original signature of the CEO or highest practicable officer. An autopen signature is not considered an original signature and will not be accepted. The fiscal agent is required to submit any such letters with the application.</p>		
<input type="checkbox"/> N/A	<p>Applicant verifies that the collaborative for this grant application includes only LEA(s) and ESC(s). If checking this box, applicant should leave this schedule blank and continue to Schedule #4B—Program Description: Needs Assessment and Sustainability.</p>	
<p>Name of Partnering Organization:</p> <p>Dr Elvis Arterbury</p>		
<p>Describe the main roles and responsibilities of partnering organization. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>Dr. Elvis Arterbury and Dr. Kay Abernathy, Professors at Lamar University, have come together to collaborate with the Edgewood ISD TR3I-Tech Grant Consortium as a for-profit business or organization that has substantial expertise in the application of technology in instruction in order to provide a mixture of both on-site and distance education Instructional Technology Leadership (ITL) training sessions to the principals and administrators of all consortium campuses.</p> <p>Dr. Arterbury's training will focus on the roles of exemplary principals and exemplary administrators in modeling, supporting and evaluating technology usage in the digital classroom when targeting professional development and while doing observations, walkthroughs, and PDAS appraisals. Dr. Arterbury will examine what exemplary principals do differently to impact and support the teaching/learning process in a positive way, and ultimately how to change the professional development model and management styles in order to create an exemplary campus that reaches Target Tech in Technology. The sessions will also focus on helping principals understand the learning styles of their students and teachers and will be a key element in assisting campus and district leaders in implementing the curriculum redesign required by this grant. Digital collaboration tools including wikis and weblogs will be utilized to provide ongoing sustained support and technology immersion.</p> <p>As detailed in their Joint Letter of Involvement, Dr. Elvis Arterbury and Dr. Kay Abernathy have organized to collaborate and cooperate with all members of the grant consortium, and will adhere to all guidelines, regulations and financial system requirements of the fiscal agent, Edgewood ISD, and the Texas Education Agency.</p>		
<p>Describe the underlying rationale/research for including the partner in the project. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>By partnering with Dr. Elvis Arterbury, Professor at Lamar University, the Instructional Technology Leadership (ITL) training he provides will familiarize principals and administrators of all consortium campuses with the research by Dr. Elvis Arterbury and Judy Travis on the relationship between professional development, exemplary leadership, and how to achieve an exemplary campus. As was stated in the article in the Summer 2002 article in the TASA Insight Quarterly, "It ... is reasonable to assume the exemplary campus principal is doing something different from a principal on a campus that gains an acceptable or recognized rating. The identification of "what" the exemplary principal does differently and the determination of how to develop those principal skills would lead a district to alter its professional development program for administrators." The focus of this training is to transform professional development for administrators, and to help them do a better job of leading our teachers and students with various learning styles in order to achieve exemplary rated schools on the AEIS report that can reach Target Tech in Technology. Digital collaboration tools including wikis and weblogs will be utilized to provide ongoing sustained support and technology immersion.</p>		

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<p>Required of all collaborative partners that include entities other than LEAs and ESCs (i.e., nonprofit and for-profit organizations, libraries, IHEs):</p> <p>Duplicating as necessary, complete a copy of this page for each member of the collaborative that is not an LEA or ESC (i.e., libraries, nonprofits, for-profits, and IHEs). For each collaborating partner listed in this schedule, a "Letter of Involvement" must accompany the each copy of the application. Letter of Involvement must be written on entity's letterhead and must outline the roles and responsibilities the entity intends to fulfill. At least three copies must contain the original signature of the CEO or highest practicable officer. An autopen signature is not considered an original signature and will not be accepted. The fiscal agent is required to submit any such letters with the application.</p>		
<input type="checkbox"/> N/A	<p>Applicant verifies that the collaborative for this grant application includes only LEA(s) and ESC(s). If checking this box, applicant should leave this schedule blank and continue to Schedule #4B—Program Description: Needs Assessment and Sustainability.</p>	
<p>Name of Partnering Organization:</p> <p>Dr. Kay Abnerthy</p>		
<p>Describe the main roles and responsibilities of partnering organization. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>Dr. Elvis Arterbury and Dr. Kay Abernathy, Professors at Lamar University, have come together to collaborate with the Edgewood ISD TR3I-Tech Grant Consortium as a for-profit business or organization that has substantial expertise in the application of technology in instruction in order to provide a mixture of both on-site and distance education Instructional Technology Leadership (ITL) training sessions to the principals and administrators of all consortium campuses.</p> <p>Dr. Abernathy's training will focus on defining and examining the roles of and issues pertaining to the use of digital technology tools in the classroom such as iPods, PDAs, netbooks and digital cameras, and digital communication tools, including text messaging, wikis, weblogs, podcasting and RSS (Real Simple Syndication) feeds. It is necessary for principals and administrators to fully understand these tools and technologies in order to effectively model, support and evaluate their usage in the classroom. This training will be a key element in assisting campus and district leaders in implementing the curriculum redesign required by this grant. Digital collaboration tools including wikis and weblogs will be utilized to provide ongoing sustained support and technology immersion.</p> <p>As detailed in their Joint Letter of Involvement, Dr. Elvis Arterbury and Dr. Kay Abernathy have organized to collaborate and cooperate with all members of the grant consortium, and will adhere to all guidelines, regulations and financial system requirements of the fiscal agent, Edgewood ISD, and the Texas Education Agency.</p>		
<p>Describe the underlying rationale/research for including the partner in the project. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>By partnering with Dr. Kay Abernathy, Professor at Lamar University, the on-site Instructional Technology Leadership (ITL) training she provides will educate principals and administrators of all consortium campuses on current educational research including that by Marc Prensky. Marc Prensky states that today's students are "Digital Natives"; that is, they grew up in a digital, networked world, and think of technology and information fundamentally differently than our "Digital Immigrant" teachers and administrators who grew up in the non-digital world. Just as natives and immigrants in a given country are separated by barriers including their languages and speaking with an accent, our digital immigrant teachers who were not born into the digital world use technology and information in a fundamentally different way than their students; in other words, they have an "accent" when it comes to the use of technology. This accent keeps our digital immigrant teachers and administrators from seeing technology tools such as iPods, text messaging and computer games as useful in the classroom; rather, they are seen primarily as "toys" that have no place in serious work. This phase of the ITL training will be geared towards helping campus and district leaders understand the technology and communication tools our digital native students use, the promise of and issues pertaining to these tools in the school and classroom, including policy and compliance issues, and how proper modeling, support and evaluation of these tools in classroom use can help a campus transform the teaching and learning environment in order to achieve Target Tech in technology. Digital collaboration tools including wikis and weblogs will be utilized to provide ongoing sustained support and technology immersion.</p>		

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009

Schedule #4B—Program Description: Needs Assessment and Sustainability

Part 1: Needs Assessment

Requirement 1: Describe the needs identified in the assessment of Texas Campus and Teacher STaR Charts, or the common needs of the LEAs if applying as a collaborative, and identify which of the defined Focus Areas you anticipate incorporating into your grant program that will help each LEA make substantial progress in meeting Target Tech level.

Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

The Edgewood ISD T3 (Target Tech in Texas) Grant Collaborative consists of Edgewood ISD located in San Antonio, Texas, the high-need LEA based on census data, three private nonprofit schools located within Edgewood ISD (Holy Cross of San Antonio, St. John Berchmans School and St. John Bosco School), and La Vernia ISD, located in La Vernia, Texas, a previous collaborative partner with Edgewood ISD, and the LEA with resources and ability to provide technology-focused programs to the local target population. All campuses participating in this grant from both LEAs and all three private schools are Substantial Need Campuses based on Campus STaR Chart data, and Substantial Need Campuses based on Insufficient Title II, Part D, formula funds.

The Edgewood ISD collaborative T3 grant, to be known herein as the TR₃I-Tech Grant (Teaching Rigor, Relevance & Relationships with Immersive Technology), seeks to address the following needs of the collaborative based on Campus and Teacher STaR Chart data:

- ☐ Key Area I, Teaching and Learning; all targeted campus average scores are at Level 2, Developing Tech.
- ☐ Key Area II, Educator Preparation and Development; all targeted campus average scores are at Level 2, Developing Tech.
- ☐ Key Area III, Leadership, Administration and Technical Support; most targeted campuses score at Level 2, Developing Tech in Focus Area L1, Leadership and Vision, and L3, Instructional Support.
- ☐ Key Area IV, Infrastructure for Technology; most targeted campuses score at Level 2, Developing Tech in Focus Area INF1, Students per Computer, INF4, Technical Support, and INF6, Distance Learning Capacity.

When we drill deeper into the data, we see that in Teaching and Learning, student mastery of Technology Applications TEKS (TA-TEKS) is low, there are few online learning opportunities, particularly those connected to the curriculum, and teachers primarily use technology to direct instruction, model technology skills, and direct students in the use of productivity applications for technology integration. Particularly in our targeted high schools, technology is not applied across all subject areas and learning opportunities from outside the classroom are generally not available.

In Educator Preparation and Development, the model of professional development is primarily group professional development, and there is insufficient ongoing support for multiple staff development models and little communication between training cohorts. Most teachers have not participated in professional development to customize online content or teach online. Access to professional development is currently limited to less than 18 hours per person per year because of budgeting and scheduling constraints.

The area of Leadership, Administration and Instructional Support is characterized by a lack of ability to communicate or promote a shared vision and a lack of continuous innovation with technology. Although the campuses provide regular access to instructional support for the integration and use of technology, instructional support is generally lacking for use of technologies to enhance instructional methods.

Finally, in Infrastructure for Technology, most campuses have between 5 and 9 students per Internet-connected multimedia computer, even in their libraries, and have only scheduled access to online learning with rich media.

Therefore, the TR₃I-Tech Grant Project proposed by our collaborative has selected six of the T3 Grant Focus Areas that best target the needs identified above: 1) Grades K-8 Technology Applications TEKS, Curriculum Connections, Implementation, and Mastery; 2) Grades 9-12 Content Area Connections and Transformed Teaching Practices; 3) Leadership, Planning, Support, and Communication; 4) Technology, Networks, and Technical Support; 5) Online Learning; and 6) School Libraries.

Selected Focus Area(s)

<input checked="" type="checkbox"/>	Grades K-8 Technology Applications TEKS, Curriculum Connections, Implementation, and Mastery	<input checked="" type="checkbox"/>	Technology, Networks, and Technical Support
<input checked="" type="checkbox"/>	Grades 9-12 Content Area Connections and Transformed Teaching Practices	<input checked="" type="checkbox"/>	Online Learning
<input type="checkbox"/>	Grades 9-12 Technology Applications Courses, 19 TAC Chapter 126	<input checked="" type="checkbox"/>	School Libraries
<input checked="" type="checkbox"/>	Leadership, Planning, Support, and Communication		

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009 Schedule #4B—Program Description: Needs Assessment and Sustainability</p>		
<p>Part 1: Needs Assessment (cont.)</p>		
<p>Requirement #2: Describe how the choice of Focus Areas addresses the Technology Plan(s) of the high-need LEA, or all LEAs if applying as collaborative. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p><u>The TR₃I-Tech Grant Project will apply six of the T3 Grant Focus Areas to address our Technology Plans in the following ways:</u></p> <p>1) Grades K-8 Technology Applications TEKS, Curriculum Connections, Implementation, and Mastery – Our Technology Plans and the Texas LRPT require students to master the TA-TEKS by the end of 8th grade; our technology plans also require technology to be integrated into the curriculum and implemented across the content areas. This Focus Area was chosen in order to target these plan goals using supplemental funding to provide immersive 1:1 computing technology in the middle school mathematics curriculum.</p> <p>2) Grades 9-12 Content Area Connections and Transformed Teaching Practices – Addresses our Technology Plan goals and State requirements for providing high school students with online dual credit opportunities; the T3 supplemental funding will kick-start this program, prove it is feasible and build interest for both students and counseling staff.</p> <p>3) Leadership, Planning, Support, and Communication – The extensive professional development moves us toward Target Tech in a variety of Focus Areas in support of our plans. Our plan goals also require increased leadership and support for instructional technology.</p> <p>4) Technology, Networks, and Technical Support – The plan goal of increased availability of wireless networking will be addressed by the use of supplemental funds to extend wireless infrastructure, and La Vernia ISD will provide technical assistance to consortium members.</p> <p>5) Online Learning - Our high schools do not offer sufficient online courses in the TEKS subject areas. This grant project will help implement our Technology Plans in this area of need to move the district towards Target Tech in Teaching and Learning (Content Area Connections) by providing dual credit online courses.</p> <p>6) School Libraries –This focus area addresses our Technology Plan requirements by enabling 24/7 access to our students via 30 netbooks available for checkout by students throughout the consortium and also to parents in La Vernia ISD, as La Vernia lacks a public library. Implementing Web 2.0 technologies in our libraries moves us closer to plan goals of implementing Library 2.0 service models.</p>		
<p>Part 2: Sustainability</p>		
<p>Requirement 3: Describe the long-term plans for sustainability of the programs and practices that funding under this one-time stimulus funding opportunity will make possible. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p><u>The TR₃I-Tech Grant Project will provide immediate benefits.</u> The collaborative understands that grant funds come from one-time ARRA Stimulus monies that must be spent to provide immediate benefits to the economy, creating demand for employees, products, and services, as well as creating immediate benefits for the local target population in our schools. This project has been crafted to accelerate implementation of district and campus technology plans, and will be implemented immediately upon award in October 2009.</p> <p><u>The TR₃I-Tech Grant Project will be sustainable.</u> The implementation timeline for all grant-related projects is two years. It is envisioned that by the end of the grant period most of the involved teachers will reach Target Tech in the STaR Chart Focus Areas elaborated in the needs assessment; these teachers will be mentors as long as they are in the teaching profession. Lead technology administrators on LEA campuses and at the district level will complete the Masters Online program, and the scholarship bond requirement states that they must continue to work for their current LEA for two years after graduation ensuring sustainability and giving districts the benefit of their knowledge transfer. Campuses will continue to reap the benefits of the principal and administrator Instructional Technology Leadership (ITL) training with empowered leaders who understand and support immersive digital technologies. The classroom sets of netbook computers purchased for each campus 6-8 grade math classroom and the campus library will remain in place transforming the teaching and learning process, enabling 24/7 learning through checkout programs and helping us meet 1:1 computing ratios. The wireless infrastructure to be installed in Edgewood ISD, St. John Berchmans School and St. John Bosco School through grant funds will continue to enable high-bandwidth wireless communication for the netbooks and other portable digital technologies for years to come.</p> <p>Our targeted campuses have been seeking funding to implement immersive classroom technologies supporting 21st Century skills for digital native students. In anticipation of this grant, preliminary curriculum redesign efforts have begun in some schools, but we need the stimulus of T3 supplemental grant funding to provide proper pedagogical and technological support. This desire for systemic change is an indicator that the consortium will sustain all grant initiatives long after the grant period ends.</p> <p>The members of the TR₃I-Tech Grant Consortium have an established history through multiple TEA grant programs including TIE-3, TIE-4 and TARGET-2 of using supplemental grant funds to initiate change and leverage technology projects that continue to be sustained. These initiatives have been supported through innovative uses of other funding sources including local funds, E-Rate discounts, entitlement programs and even other supplemental grant funds.</p>		

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009

Schedule #4B—Program Description: Needs Assessment and Sustainability

Part 3: District/Campus Participant List (Duplicate page as necessary)

#	County-District # and District Name		Campus # and Name	
1	15905	Edgewood ISD	041	Brentwood Middle School
	Demographic Justification According to the 2007-2008 AEIS report, 87.9% of the students at Brentwood Middle School are Economically Disadvantaged, and 66.4% of the students are categorized as At-Risk.		Selection Criteria Substantial Need campus based on Campus STaR Chart data. Substantial Need campus based on Insufficient Title II, Part D, formula funds.	
2	015905	Edgewood ISD	044	E T Wrenn Middle School
	Demographic Justification According to the 2007-2008 AEIS report, 95.6% of the students at E T Wrenn Middle School are Economically Disadvantaged, and 70.9% of the students are categorized as At-Risk.		Selection Criteria Substantial Need campus based on Campus STaR Chart data. Substantial Need campus based on Insufficient Title II, Part D, formula funds.	
3	015905	Edgewood ISD	046	Gus Garcia Middle School
	Demographic Justification According to the 2007-2008 AEIS report, 89.2% of the students at Gus Garcia Middle School are Economically Disadvantaged, and 63.3% of the students are categorized as At-Risk.		Selection Criteria Substantial Need campus based on Campus STaR Chart data. Substantial Need campus based on Insufficient Title II, Part D, formula funds.	
4	015905	Edgewood ISD	002	John F Kennedy High School
	Demographic Justification According to the 2007-2008 AEIS report, 95.2% of the students at John F Kennedy High School are Economically Disadvantaged, and 73.2% of the students are categorized as At-Risk.		Selection Criteria Substantial Need campus based on Campus STaR Chart data. Substantial Need campus based on Insufficient Title II, Part D, formula funds.	

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009

Schedule #4B—Program Description: Needs Assessment and Sustainability

Part 3: District/Campus Participant List (Duplicate page as necessary)

#	County-District # and District Name		Campus # and Name	
5	15905	Edgewood ISD	003	Memorial High School
	Demographic Justification According to the 2007-2008 AEIS report, 91.1% of the students at Memorial High School are Economically Disadvantaged, and 76.3% of the students are categorized as At-Risk.		Selection Criteria Substantial Need campus based on Campus STaR Chart data. Substantial Need campus based on Insufficient Title II, Part D, formula funds.	
6	247903	La Vernia ISD	041	La Vernia Middle School
	Demographic Justification La Vernia ISD is a rural school district located in Wilson County in an area that is not geographically contiguous with Edgewood ISD. According to the 2007-2008 AEIS report, 24.1% of the students at La Vernia Middle School are Economically Disadvantaged, and 42.5% of the students are categorized as At-Risk.		Selection Criteria Previous EISD grant partner with proven collaboration record; LEA with resources and ability to provide technology-focused programs, particularly expertise in wireless networking, thin client and cloud computing; Substantial Need campus based on Campus STaR Chart data; Substantial Need campus based on Insufficient Title II, Part D, formula funds.	
7	247903	La Vernia ISD	001	La Vernia High School
	Demographic Justification La Vernia ISD is a rural school district located in Wilson County in an area that is not geographically contiguous with Edgewood ISD. According to the 2007-2008 AEIS report, 18.3% of the students at La Vernia High School are Economically Disadvantaged, and 46.2% of the students are categorized as At-Risk.		Selection Criteria Previous EISD grant partner with proven collaboration record; LEA with resources and ability to provide technology-focused programs, particularly expertise in wireless networking, thin client and cloud computing; Substantial Need campus based on Campus STaR Chart data; Substantial Need campus based on Insufficient Title II, Part D, formula funds.	
8	015100	Archdiocese of San Antonio	005	Holy Cross of San Antonio
	Demographic Justification Located within the district boundary lines of Edgewood ISD, a high-need LEA based on census data with a poverty level exceeding 32%. According to the school lunch count, 75% of the students attending Holy Cross of San Antonio are considered Economically Disadvantaged.		Selection Criteria Substantial Need campus based on Campus STaR Chart data. Substantial Need campus based on Insufficient Title II, Part D, formula funds.	

For TEA Use Only Adjustments and/or annotations made on this have been confirmed with _____ by telephone/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2009-2010 and 2010-2011	015-905 County District No. _____ Amendment No. _____
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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009

Schedule #4B—Program Description: Needs Assessment and Sustainability

Part 3: District/Campus Participant List (Duplicate page as necessary)

#	County-District # and District Name		Campus # and Name	
9	015100	Archdiocese of San Antonio	164	St. John Berchmans School
	Demographic Justification Located within the district boundary lines of Edgewood ISD, a high-need LEA based on census data with a poverty level exceeding 32%. According to the school lunch count, 51% of the students attending St. John Berchmans School are considered Economically Disadvantaged.		Selection Criteria Substantial Need campus based on Campus STaR Chart data. Substantial Need campus based on Insufficient Title II, Part D, formula funds.	
10	015100	Archdiocese of San Antonio	131	St. John Bosco School
	Demographic Justification Located within the district boundary lines of Edgewood ISD, a high-need LEA based on census data with a poverty level exceeding 32%. According to the school lunch count, 68% of the students attending St. John Bosco School are considered Economically Disadvantaged.		Selection Criteria Substantial Need campus based on Campus STaR Chart data. Substantial Need campus based on Insufficient Title II, Part D, formula funds.	
11				
	Demographic Justification 		Selection Criteria 	
12				
	Demographic Justification 		Selection Criteria 	

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p>		
<p>Schedule #4B—Program Description: NCLB Title II, Part D, Requirements</p>		
<p>Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Requirement 1: Describe how you will use funds to improve the student academic achievement, including technology literacy, of all students attending schools served by the LEA and to improve the capacity of all teachers to integrate technology effectively into curricula and instruction.</p>		
<p>The TR3I-Tech Grant (Teaching Rigor, Relevance & Relationships with Immersive Technology) will use T3 grant funding to target the middle school grade 6-8 mathematics classrooms, providing classroom sets of 30 wireless networked netbook computers with 8-hour battery packs, Microsoft Windows XP, Microsoft Office 2007 Suite and Math Productivity Tool software, all in a wheeled recharging/storage cart. These netbook math labs will create a 1:1 learning environment for all students in these classes, and in conjunction with extensive on-site, in-classroom pedagogical support provided by ESC Region 20 staff covering 21st Century classrooms, Web 2.0 tools and Digital Native learning styles, will transform teaching and learning in these classrooms. This will increase the technology literacy of the students and the technology implementation of the teacher as teacher and students work side-by-side using the same Web 2.0 tools to create a student-centered multimedia curriculum, aligned to both the subject-area TEKS and the TA-TEKS for that grade level. These initiatives support T3 Focus Areas Grades K-8 Technology Applications TEKS, Curriculum Connections, Implementation, and Mastery; Technology, Networks, and Technical Support; and Online Learning.</p> <p>The teachers will take a fresh approach to teaching as part of the curriculum redesign which focuses on teachers as facilitators and students using information as building blocks to synthesize knowledge products in support of the curriculum. The extensive technology integration and immersion combined with the rigorous professional development will move the consortium towards Target Tech in several Focus Areas within the STaR Chart Key Areas of Teaching and Learning, Educator Preparation and Development, and Infrastructure for Technology. Identical carts of 30 laptops will be provided to each targeted campus' library to support 24/7 learning through a checkout program, allowing use of the netbooks at home fostering parent-child interaction with technology and supporting T3 Focus Area School Libraries. Support for teachers to integrate technology effectively into curriculum and instruction will be provided as technology leaders on campuses and at the district level in the LEAs obtain the online Masters of Education in Educational Technology Leadership through Lamar; this program transforms "techies" into true instructional leaders with a solid background in digital learning based on the latest academic research, supporting T3 Focus Area Leadership, Planning, Support, and Communication.</p>		
<p>Requirement 2: Describe your specific goals for using advanced technology to improve student academic achievement aligned with challenging State academic content and student academic achievement standards.</p>		
<p>The TR3I-Tech Grant collaborative includes four targeted high schools; John F Kennedy and Memorial high schools in Edgewood ISD, Holy Cross of San Antonio, and La Vernia High School in La Vernia ISD. In order to improve student academic achievement aligned with challenging State academic content and student academic achievement standards this grant contains an Online Dual-Credit pilot program through Lamar University and the University of Texas at Arlington. This program will use innovative distance education technologies to offer dual-credit courses in content areas not currently available in these schools, using a curriculum aligned to the State academic content and achievement standards. This program will help the collaborative move towards Target Tech in several STaR Chart Focus Areas and supports T3 Focus Area Grades 9-12 Content Area Connections and Transformed Teaching Practices.</p> <p>The middle school netbook math labs mentioned above, which creates a 1:1 learning environment for all students in these classes, will be combined with the redesigned curriculum aligned with challenging State academic content and student academic achievement standards to improve student academic achievement in mathematics in grades 6-8. This initiative is designed to improve student mastery on the TAKS mathematics exams, increase campus ranking on the AEIS report, and to move Star Chart levels towards Target Tech in Key Area Teaching and Learning, Focus Areas TL1 (Patterns of Classroom Use), TL5 (Student Mastery of Technology Applications) and TL6 (Online Learning) and in Key Area Infrastructure for Technology Focus Area INF1 (Students per Computer).</p> <p>As the Texas Long Range Plan for Technology (LRPT) states, infrastructure is the critical element supporting advancement in all other areas of the plan. This is echoed in our campus and district Technology Plans, and the impact of significant numbers of wireless netbook computers on the existing wireless infrastructure cannot be overlooked. To further support the specific goal for using advanced technology to improve student academic achievement, this grant provides funding for next generation wireless infrastructure to be installed in the Edgewood ISD middle schools and in St. John Berchmans School and St. John Bosco School to support the increased network load and to provide sufficient wireless bandwidth to the new netbook computers. This initiative supports T3 Focus Area Technology, Networks, and Technical Support when coupled with the expertise and modeling provided by partner LEA La Vernia ISD, who has experience deploying and supporting next-generation robust intelligent wireless networks. The infrastructure progress will move these campuses towards Target Tech in the Key Areas Leadership, Administration and Instructional Support, Focus Area L4 (Communication and Collaboration), and in Infrastructure for Technology, Focus Area INF5 (Local Area Network Wide Area Network).</p>		

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**Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009
Schedule #4B—Program Description: NCLB Title II, Part D, Requirements (cont.)**

Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Requirement 3: Describe the steps you will take to ensure that all students and teachers in schools served by the LEA involved have increased access to educational technology, including how the LEA would use funds (such as combining the funds with funds from other sources) to help ensure that—(A) students in high-poverty and high-needs schools, or schools identified under Section 1116, have access to technology; and (B) teachers are prepared to integrate technology effectively into curricula and instruction.

In Edgewood ISD's Technology Plan, "GOAL 3: Deliver curricula through innovative uses of technology " and "OBJECTIVE 3.3: Increase access to and uses of the district's TEKS-aligned, online core content curriculum" speaks to the commitment that all students and teachers in schools served by Edgewood have increased access to educational technology to help ensure that students in high-poverty and high-needs schools have access to technology; and teachers are prepared to integrate technology effectively into curricula and instruction. In La Vernia ISD's Technology Plan, it is expressed through "GOAL 1: Teaching and Learning - Utilize technology as a tool to foster improvement in academic achievement, curriculum integration, and increased accessibility and innovation.", in "OBJECTIVE 1.1: All students will become technology proficient and will use technology as a tool to improve academic achievement" and in "OBJECTIVE 1.2: Teachers will integrate technology into the curriculum in all subject areas as appropriate, with special emphasis placed on the core content areas." Holy Cross, St. John Berchmans and St. John Bosco echo these goals and objectives in their campus technology plans.

The TR3I-Tech Grant will supplement existing funding and services by providing middle school netbook math labs and library netbook checkout programs, increasing access to technology and increasing access to the grant-funded redesigned curriculum aligned with challenging State academic content and student academic achievement standards. In the high schools, grant funding will provide a pilot program giving students access to online dual credit classes in the core academic areas. This is especially important for schools serving students in high-poverty areas that may otherwise be unable to attend college classes. T3 grant funding will be used to provide 268 total days of supplemental on-site, in-classroom immersive pedagogical professional development to move teachers towards Target Tech in integrating technology effectively into curricula and instruction, and LEA technology staff who receive their M. Ed. in Ed Tech Leadership will provide increased support to integrate technology effectively into curricula and instruction, benefiting all teachers and students.

Requirement 4: Describe how you will—(A) identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards; and (B) provide ongoing, sustained professional development for applicable teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local educational agency involved in providing the ongoing, sustained professional development.

The TR3I-Tech grant collaborative will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research. Supplemental grant funds will assist in a curriculum redesign that is based on the research of Marc Prensky and his colleagues who maintain that our students today are Digital Natives; they have been born into a digital world, and use and see technology and information fundamentally differently than those of us who grew up in the non-digital world, the Digital Immigrants. This newly redesigned curriculum will be integrated throughout consortium middle school math labs and libraries being equipped through T3 grant funds with classroom sets of 30 netbook computers creating a 1:1 learning environment for all students in these classes to improve student academic achievement in mathematics in grades 6-8 and improve TAKS mastery. The collaborative has also partnered with UT Arlington and Lamar to offer online dual credit courses across core academic areas to qualified high school students, incorporating technology across the core curriculum and providing learning opportunities beyond the classroom.

The TR3I-Tech Grant will provide ongoing, sustained professional development for applicable teachers, principals, administrators, and school library media personnel serving the LEAs to further the effective use of technology in the classroom and library media center. We as Digital Immigrant teachers must learn to facilitate and guide the digitally-immersed, web-based, information-as-a-building-block students we now have in our classrooms. In order to ensure teachers are prepared to integrate technology effectively into curricula and instruction, and to implement the redesigned curriculum, grant funding will provide supplemental on-site, in-classroom targeted technology professional development for each involved teacher through ESC Region 20 certified trainers for a minimum of 18 hours per teacher per year during the two year duration of the grant. These sessions will predominately be taught in the classrooms using the actual technology in place, with an emphasis on mentoring and modeling. Additional support will come from consortium campus principals and administrators who will attend a mixture of onsite and distance education Instructional Technology Leadership (ITL) Training sessions taught by Drs. Elvis Arterbury and Kay Abernathy, Professors at Lamar University and current leaders in Models of Exemplary Leadership and Digital Native/Digital Immigrant instruction, respectively. Partner Lamar University will provide online M. Ed. in Ed Tech Leadership degrees to campus and district technology administrators, paying dividends for two years past the end of the grant as these are "bond requirement" degree programs; consortium personnel must continue to work for their LEA for two years after graduation or they will have to repay the degree costs to their LEA on a prorated basis based on length of employment beyond graduation.

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p> <p>Schedule #4B—Program Description: NCLB Title II, Part D, Requirements (cont.)</p>		
<p>Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Requirement 5: Describe the type and costs of technologies to be acquired, including services, software, and digital curricula, and including specific provisions for interoperability among components of such technologies.</p>		
<p>Hardware and Software:</p> <ul style="list-style-type: none"> -1,205 Microsoft Windows XP-based wireless netbook computers with 8-hour battery will be acquired at a cost of \$300 each for deployment to middle school 6-8 math classes and libraries throughout the consortium, total cost \$361,500. -1,205 licenses for Microsoft Office 2007 will be acquired at a cost of \$58 each license for installation on the netbooks; total cost \$69,890. -1,205 Math Productivity Tool software packages will be acquired at \$20 each for installation on the netbooks, total cost \$24,100. -A total of 38, 32-slot storage carts and 5, 15-slot storage carts will be purchased for the netbooks at a total cost of \$49,200. -Five wireless networking packages will be purchased for Edgewood ISD, St. John Bosco School and St. John Berchmans School to support high-bandwidth wireless networking for the netbooks at a cost of \$14,000.20 each, total cost \$70,001. -60 High School Online Dual-Credit pilot program textbook fees at a cost of \$75 each, total cost \$4,500. <p><i>Note: All hardware, software and infrastructure systems provided to all consortium members will be fully interoperable with both new and existing systems and infrastructure on all consortium campuses to facilitate professional development and collaboration and mentoring, meets Technology Plan goals, and is designed to help member campuses reach Target Tech in technology.</i></p>		
<p>Services:</p> <ul style="list-style-type: none"> -268 days of on-site, in-classroom pedagogical support from ESC Region 20 at \$650 per day, total cost of \$174,200. -15 days of Instructional Technology Leadership Training for campus principals and administrators, delivered by a mixture of on-site and distance education, at a cost of \$2,500 per day, total cost \$37,500. -6 online Masters of Education in Educational Technology Leadership degrees, bond requirement, 4 for Edgewood ISD and 2 for La Vernia ISD at a total cost of \$38,700. -60 High School Online Dual-Credit pilot program course fees at a cost of \$349 each, total cost \$20,940. <p><i>Note: All services provided to all consortium members will be interchangeable to encourage cross-campus and cross-district cohort building opportunities; all professional development provided conforms to Technology Plan goals and is designed to help member campuses reach Target Tech in Technology.</i></p>		
<p>Requirement 6: Describe how you will coordinate activities carried out with grant funds with technology-related activities carried out with funds available from other federal, state, and local sources.</p>		
<p>The TR3I-Tech Grant Project Director will be responsible for coordinating activities carried out with T3 grant funds with technology-related activities carried out with funds available from other Federal, State, and local sources. The Project Director in concert with the Edgewood Director of Finance will also ensure that T3 grant funds are maintained separately from any other ongoing grant project fund sources.</p> <p>The Grant Project Director, in collaboration with the Edgewood ISD Director of Finance and the superintendents, technology directors and the curriculum directors from both Edgewood ISD and La Vernia ISD, will coordinate the T3 Collaborative Grant funds with other technology-related activities funded through other Federal, State, and local sources, including other grants, to increase access to educational technology and ensure compliance with all accountability requirements. This coordination will also ensure that the funds provided through this grant are supplementary in nature and do not supplant any existing programs or funding sources. The Project Manager will be responsible for day-to-day oversight, management and documentation of all grant activities including documentation of coordination with other funding sources.</p> <p>The TR3I-Tech project activities focus on adding opportunities for students and professional development activities that supplement other existing professional development programs in place on member campuses. The library computing initiatives in this grant that allow students to access 24/7 from home or school build on the Internet connectivity infrastructure and circuits funded by E-Rate discounts for all member campuses. Teachers will continue to participate in existing district-specific technology professional development which will be enhanced with an additional 18 hours of on-site, in-classroom professional development pedagogical support provided through this grant by ESC Region 20.</p> <p>The online high school dual-credit pilot program and middle school netbook math and library lab systems will leverage investments made in network infrastructure and Internet services funded through other grants, local funds, Technology Allotment funds, Title II Part D formula funds and E-Rate discount funding. The additional next-generation wireless network infrastructure being provided to the middle schools in Edgewood ISD, St. John Berchmans School and St. John Bosco School will connect to existing network cabling infrastructure established through other funding sources.</p>		

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<p>Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Requirement 7: Describe how you will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration.</p>		
<p>The TR₃I-Tech Grant will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction by providing 1:1 web-based technology immersion in middle school (grades 6-8) math classrooms via classroom sets of 30 wireless networked netbook computers, with carts, including Microsoft Office Suite and supportive software tools for mathematics. In order to provide 24/7 access for students, an additional set of 30 wireless networked netbook mini laptop computers with cart will be provided for each Middle School campus library. These netbooks and the accompanying software and carts will be bid out and then awarded and procured as soon as possible after award of the grant on October 2009, and should be in place on the campuses by the end of December 2009.</p> <p>The consortium will prepare a curriculum redesign to integrate technology into curriculum and instruction during the period October 2009 through January 2010 based on research by Marc Prensky and others stating that our Digital Immigrant teachers must learn how to communicate with and instructionally support Digital Native students in the classroom. Grant-funded professional development designed to help our teachers implement the curriculum will be provided by ESC Region 20 certified trainers starting in October 2009 and continuing through September 2011. Each involved teacher will receive a minimum of 18 hours of professional development per year during the two year grant period. Campus principals and administrators will receive 15 days of Instructional Technology Leadership (ITL) Training starting in October 2009 and continuing through February 2011 empowering them to support the integration of technology into the curriculum.</p> <p>The grant project will integrate technology into the high school curriculum via dual credit course offerings provided through an online pilot program with UT Arlington and Lamar. The opportunity will enhance and reinforce student technology skills while teaching them rigorous content beginning in October 2009 and continuing each semester through September 2011.</p>		
<p>Requirement 8: Describe how you will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, and, if applicable, distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.</p>		
<p>The TR₃I-Tech grant project will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology. An innovative pilot program will allow consortium high schools to integrate technology into dual credit course offerings by providing them online through UT Arlington and Lamar University. Students may access these courses from school computers and also from laptop or home computers. Students will now be able to take core academic dual credit classes using distance education technology that they would not otherwise have had access to due to geographical isolation and/or insufficient resources. The online dual credit courses are relevant to digital native student learning styles and meet the academic needs and aspirations of the students.</p> <p>The grant project will also provide Instructional Technology Leadership (ITL) Training for campus principals and administrators via a mixture of onsite and distance education, and will provide LEA campus and district technology leaders a rigorous, fully online M. Ed. in Ed Tech Leadership degree program. All of this professional development will use Web 2.0 tools to build online relationships while giving campus administration and technology leaders personal experience with models of online learning that are rigorous and relevant, and the content of the courses is designed to encourage technology implementation and integration of technology into the curriculum.</p> <p>The redesigned curriculum which will be created by students and teachers under the guidance of certified ESC Region 20 trainers will consist of web-based, living modules using wikis, weblogs, and Web 2.0 presentation tools, and will use innovative strategies for both the development and subsequent delivery of rigorous academic courses and curricula as students in the middle school math classrooms build multimedia knowledgebases in support of teaching and learning aligned to the TEKS and TA-TEKS standards. The curriculum will be relevant and incorporate 21st Century classroom technologies and 21st Century skills to create life-long learners, enabling students to meet challenging academic standards while preparing them for future jobs that do not yet exist. Region 20 states "Support systems to ensure student mastery of 21st Century skills include 21st Century standards, such as building deep understanding of real world concepts through cross-disciplinary themes, solving meaningful problems, and measuring mastery in multiple ways; 21st Century assessments, such as the development of student portfolios, and a balance of formative and summative evaluations; and 21st Century curriculum and instruction, such as the use of innovative learning methods that integrate the use of supportive technologies, inquiry and problem-based approaches, and higher order thinking skills". The ISTE (International Society for Technology in Education) NETS*S (National Educational Technology Standards for Students) and NETS*T (National Educational Technology Standards for Teachers) will form the framework for these innovative curriculum delivery strategies.</p>		

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p> <p>Schedule #4B—Program Description: NCLB Title II, Part D, Requirements (cont.)</p>		
<p>Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Requirement 9: Describe how you will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school.</p>		
<p>Each middle school campus library in the TR3I-Tech Grant consortium will receive a cart of 30 wireless Microsoft Windows XP-based netbook computers for checkout to students. These units can be checked out like a library book and taken home to support 24/7 learning and to allow parents to work with their children on online immersive learning activities and homework. In La Vernia, as there is no public library, the La Vernia Middle School library will also allow parents to check out the netbooks if they are not in use by students, who always receive first priority.</p> <p>Campus and district websites will be used to promote and explain to parents the goals of this grant project and specifically how technology will be applied to the education of their child(ren).</p> <p>Evening technology workshops will be held for parents during a scheduled campus open house or parent's night activities to give parents a chance to see and learn about the netbook technology and technology-infused curriculum, ensuring parents can understand and support the new learning methodologies and are able to reinforce in the home the instruction their child(ren) receive at school.</p> <p>The extensive professional development provided to campus staff will include components training our teachers and campus leaders how to create and use digital communications tools including wikis and weblogs to create online learning communities and increase parental involvement through non-traditional means, fostering increased communication and collaboration between parents and teachers using online asynchronous collaborative meeting tools.</p> <p>The enhanced wireless network capabilities provided to Edgewood ISD, St. John Berchmans School and St. John Bosco School will also enable parent use of wireless digital technologies during parent meetings and school activities via the provision of publicly accessible, CIPA-compliant content-filtered Wi-Fi (Wireless Fidelity; high-quality publicly accessible wireless) services to support improved communication and data sharing between parents and campus staff.</p>		
<p>Requirement 10: Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology. (Optional, not required)</p>		
<p>ESC Region 20, our primary pedagogical support service provider, offers adult literacy services including ABLE, ESL and GED programs. Live technology training sessions are provided at no or low cost through the ESC Region 20 netVision 20 Technology Training Co-op via distance education. ESC Region 20 maintains an extensive catalog of courses designed to teach everything from the use of handheld computing devices to the Microsoft Office Suite, and many afternoon sessions are available that are suitable for parental involvement and adult literacy activities.</p>		

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<p>Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Requirement 11: Describe the process and accountability measures that you will use to evaluate the extent to which activities funded under the grant are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student academic achievement standards.</p>		
<p>All involved teachers in the TR3I-Tech Grant will take a pre-assessment of technology skills based on SBEC standards. Based on assessment results, teachers will receive a personalized prescriptive staff development plan from ESC Region 20 to improve technology skills and meet the individual's needs. Teachers will use the knowledge gained from the ongoing staff development and apply it in classroom practice. The professional development plan provides a clear and defined timeline, collaborative electronic learning communities, and includes modeling, coaching, and time for the observation of best practices. The implementation plan created by Region 20 trainers will provide guidelines, expectations, and support the learning process through ongoing online collaboration and communication with all participants utilizing Web 2.0 tools. Teacher teams participating in the grant from all middle schools in the consortium will meet throughout the year to address classroom management of technologies and resources, and to provide help and assistance to their peer teachers to expand student opportunities. At the end of each academic year during the grant period, all involved teachers will take a post-assessment of technology skills based on SBEC standards, and results from the assessments, combined with the latest Teacher STaR Chart results, will be used by the external evaluator, IDRA, to report progress and growth to TEA.</p> <p>To evaluate student progress, consortium middle school math teachers will begin each academic year during the grant period by administering a pre-assessment of the Technology Application TEKS to their students. The pre-assessment will provide needs assessment for the students giving the teacher the ability to create individualized areas of focus and measureable goals for each student. The end of each academic year during the program will culminate with a post-assessment of the Technology Applications TEKS, and results from the assessments, combined with the TAKS assessment results and Campus STaR Chart results will be used by the external evaluator, IDRA, to report progress and growth to TEA. Campus and district advisory committees will also regularly monitor STaR Chart summaries. Identifying and correcting program deficiencies can happen at several levels, and we will use data provided by the external evaluator and grant project director to appropriately target interventions and corrections.</p>		
<p>Requirement 12: Describe the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.</p>		
<p>Through our IHE partners, UT Arlington and Lamar University, the TR3I-Tech Grant provides a pilot program of online dual credit classes in the core academic areas for qualified students. To support the successful completion of students taking the classes, UT Arlington and Lamar provide Academic Coaches. Also provided is an online portal through which parents can track the progress of their high school students so that they can provide assistance and encouragement. Textbooks for online dual credit courses will be provided through grant funds.</p> <p>Primary support for our teachers and administrators comes from our professional development service provider, ESC Region 20. Through our unique on-site, in-classroom "Digital Native" professional development model, certified Region 20 staff will act as coaches, mentoring and modeling 21st Century classroom operation for our teachers using the teacher's own equipment, in their classroom, with the actual curriculum and technology devices that teacher has available to them. The extensive exposure, a total of 268 days during the grant period, a minimum of 18 hours per teacher per year, will ensure that each teacher has help when they need it. Instead of the usual model where teachers go to a training lab, spend a day learning about a new teaching method or a piece of software, the Region 20 staff will regularly be in their own classrooms, typically for an hour of time every week or two, so they truly partner with our teachers and experience the implementation of the redesigned curriculum as it is employed, allowing quick and easy adjustments to the diverse needs of our consortium campuses.</p> <p>The ITL (Instructional Technology Leadership) training being provided to our targeted campus principals and administrators by Drs. Arterbury and Abernathy will equip our campus leaders to effectively support, evaluate and mentor technology integration in their classrooms and to better understand the learning styles of their students and teachers in the 21st Century classrooms. Coupled with the LEA campus and district technology leaders who will obtain the online Master of Education in Educational Technology Leadership, the TR3I-Tech Grant program will create a cadre of instructional leaders who understand digital native learning styles and can fully support and sustain the newly redesigned curriculum this grant will implement. Both the Masters Online and phases of the ITL training are delivered through various online distance education technologies to give instructional leaders firsthand experience with electronically delivered learning. They will be "using the technology to learn how to use the technology", ensuring their support for immersive online learning experiences.</p>		

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009

Schedule #4B—Program Description: NCLB, Title II, Part D Requirements (cont.)

Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Requirement 13: This schedule is only required if an applicant is not applying for a wavier from this requirement.

Describe how you will meet the Title II, Part D, requirement to use **not less than 25%** of awarded grant funds to provide ongoing, sustained, and intensive, high-quality professional development. The recipient shall provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology—

- a. to access data and resources to develop curricula and instructional materials
- b. to enable teachers—
 - i. to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators; and
 - ii. to retrieve Internet-based learning resources
- c. to lead to improvements in classroom instruction in the core academic subjects, that effectively prepare students to meet challenging State academic content standards, including increasing student technology literacy, and student academic achievement standards
- d. to teach effectively in the online environment
- e. to serve as an effective on-site facilitator for online courses.

The primary goal of NCLB Title II Part D is to improve student academic achievement through the use of technology in elementary and secondary schools. Additional goals pertinent to this grant application include assisting every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the 8th grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability; and encouraging the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State and local educational agencies. Within this grant, there is a requirement to use not less than 25% of awarded grant funds to provide ongoing, sustained, and intensive, high-quality professional development. The TR₃I-Tech Grant will spend over 25% of the grant budget, a total of \$250,400 to provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction, and in using those technologies to create new learning environments.

The TR₃I-Tech Consortium will utilize ESC Region 20 as our primary professional development service provider; a total of 268 days throughout the grant period of research-based "Digital Native" professional development in the use of technology targeted at preparing our educators to teach effectively in the online environment will be provided by Region 20. These on-site, in-classroom immersive professional development sessions will be delivered to every involved teacher in the targeted middle school grades 6-8 math classrooms for a minimum of 18 hours per teacher per year throughout the two year grant period. These sessions have been designed based on research by Marc Prensky and studies performed by the McArthur Foundation. ESC Region 20 stated that "Technology enables students to develop skills that adults often do not understand or value. Results from the most extensive U.S. study on teens and their use of digital media conducted by the McArthur Foundation show that America's digital natives are developing important social and technical skills online. Technology enables students to be multitaskers and provides avenues for extending social worlds, self-directed learning, and independence. Through trial and error, students explore various tools and acquire new forms of technical and media literacy. Speak Up Day 2007 national findings conclude there is a very prevalent "digital disconnect" between students' use of technology at home and at school. Over 40% of students in grades 6-12 cite their teacher as a major obstacle for when and where technology can be used at school." This T3 grant funding is critical to our consortium, as we must transform our digital immigrant teachers from "obstacles" to facilitators who empower and model effective and ethical use of immersive online technology and embed knowledge-synthesizing experiences throughout the curriculum during our redesign, and there is no way to accomplish this without supplemental funding.

As the support of campus leaders is critical, the TR₃I-Tech Grant also includes a total of 15 days of special sessions for our campus principals and administrators. Partners Dr. Elvis Arterbury and Dr. Kay Abernathy, Professors at Lamar University, will provide through a combination of onsite and distance education professional development sessions designed to help principals and campus leaders to become exemplary leaders who understand and adapt to the learning styles of their students and teachers, and technology mentors and modelers through digital-native methodologies training that encompasses sessions on ethical usage of technology and Internet safety including discussions of the implications of CIPA and COPPA, and the pros and cons of online communication tools in schools. The ITL training is based on ISTE TL (Technology Leadership) standards ensuring support for 21st Century classroom learning environments.

The final prong of our professional development plan is geared at transforming "techies" into educators; a campus technology leader in each LEA's middle school and a district technology administrator from each LEA will receive a bond-requirement scholarship to obtain an online Master of Education in Educational Technology Leadership. This rigorous online course provides 36 credit hours of immersion in the latest educational research on teaching and learning, and will pay dividends for years after the grant period ends as these technology leaders mentor and transfer knowledge to their peers and work to transform technology from an educator's perspective.

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p>		
<p style="text-align: center;">Schedule #4B—Program Description: NCLB, Title II, Part D Requirements (cont.)</p> <p>Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Requirement 14: Professional Development Waiver.</p> <p style="text-align: center;"><u>This schedule is only required if an applicant is applying for a wavier from this requirement.</u></p> <p>Complete this part, including checkboxes at bottom of page, ONLY if you are applying for a waiver from the requirement that the grantee shall use not less than 25% of awarded grant funds to provide ongoing, sustained and intensive high-quality professional development.</p>		
<p>If applying for a waiver, provide a specific description of how professional development in technology is ongoing, sustained (not stand-alone sessions), intensive, and of high-quality and is provided to all teachers on the participating campuses in core academic subjects. Describe how it is focused on the integration of advanced technologies, including emerging technologies, into curricula and instruction. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>NOT APPLICABLE</p>		
<p>Describe relevant research</p>		
<p><input type="checkbox"/> Yes Applicant verifies that all educators on the participating campuses currently meet the SBEC standards for beginning teachers that include the technology application standards I-V as noted in the Campus STaR Chart Summaries attached.</p> <p><input type="checkbox"/> Yes Applicant verifies that their professional development meets the definition of professional development in SAS #6E, Provisions and Assurances for No Child Left Behind.</p>		
<p>The waiver is subject to review and approval by TEA. In the event the waiver is <u>not</u> approved, and the grantee is selected for funding, the grantee will be required to revise the application to incorporate 25% of the funds to be used for professional development.</p>		

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p>		
<p>Schedule #4B—Program Description: Curriculum and Instruction</p>		
<p>Part 1: Component Description: Describe your strategies for transforming curriculum and instruction using technology through a curriculum redesign. Include how the technology will be incorporated, and how you will support and maintain this systemic change. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Curriculum Approach</p>		
<p>The TR₃L-Tech grant collaborative will redesign our curriculum in the middle school (grades 6-8) mathematics classrooms to conform to the latest research on Digital Native learning styles, the New Literacy 4 Es concepts, and to align with 21st Century Skills. This grant is supplying full classroom sets of wireless netbook computers in support of creating the immersive atmosphere needed to enable a web-centric curriculum, supported by high-bandwidth wireless infrastructure to insure responsiveness for Web 2.0 tools.</p> <p>The basic approach to the new curriculum will be to use the adopted textbook only as a guide and for supplemental material, focusing on using the elements of the TEKS and TA-TEKS (Technology Applications-Texas Essential Knowledge and Skills) for mathematics in that grade level as a basis for the creation of a living interactive curriculum created in joint effort by students and teachers. The teacher will act as a facilitator, guiding students as they create a web-based curriculum in support of the TEKS while using the skills embodied in the TA-TEKS. The netbooks contain software needed in support of this quest, including Microsoft Windows XP, Microsoft Office Suite, and Math Tools Software such as geometers Sketchpad to assist the students in visual modeling and presentation of concepts.</p> <p>The curriculum implements the New Literacy 4 E's concepts, in which reading is transformed into Exposing Knowledge (finding information, decoding information, evaluating information and organizing information into personal digital libraries), arithmetic is transformed into Employing Information (using basic math skills, computer-aided processing of numbers, and processing media), writing is transformed into Expressing Ideas Compellingly (writing effectively and communicating with multimedia), and Ethics becomes a crucial study skill (investigating information reliability, respecting information property rights, and realizing and respecting the importance of our information infrastructure). The Web 2.0 tools and learning styles will include the use of webquests as students find and organize information in support of the curriculum, use digital native tools including netbooks, iPods, digital cameras and digital presentation tools to create multimedia lessons, and use weblogs for online discussion forums and wikis to create an interactive, collaborative base of synthesized knowledge and lessons in support of the curriculum.</p> <p>Systemic change will occur as all middle school teachers across the consortium implement the new curriculum, and the grade level math department heads participate in all training and implementation, insuring ongoing support for and sustainability of the new curriculum.</p>		
<p>Curriculum Underlying Rationale/Research</p>		
<p>The new Middle School Mathematics Curriculum that the TR₃L-Tech Grant will enable is based on the following research/rationale:</p> <ul style="list-style-type: none"> □ David Warlick and Sara Armstrong state that it is time for a New Literacy, in which the “3 Rs” we grew up with “naturally and out of necessity, evolve into 4 Es to define literacy in an increasingly, and soon to be exclusively, digital and networked world. “ Reading now becomes Exposing Knowledge (finding, decoding and evaluating information and organizing it into personal digital libraries), ‘Rithmetic becomes Employing Information (using basic math skills, computer-aided processing of numbers, and processing media), and ‘Riting transforms into Expressing Ideas Compellingly (writing effectively and communicating with multimedia); Ethics becomes the 4th E and a crucial skill (investigating information reliability, respecting information property rights, and realizing and respecting the importance of our information infrastructure). We must implement the 4 Es to prepare our students for the future. □ Marc Prensky refers to our current world as one in which we have “Digital Natives”, that is, children born into a digital, networked world who natively interact with each other through networked, instantaneous technologies that facilitate the sharing of information that can be accessed, remixed and synthesized into multimedia knowledge products that are meaningful to the. The older generation, including most of our teachers and administrators, were born before the world was digital and find ourselves “Digital Immigrants” in a strange new world where multitasking and instantaneous feedback are the norm. Just as children born in a new land will never have the perspective of those from the “old country”, our students think and see the world fundamentally differently than we do, and their brains are literally wired differently from ours. Studies by the McArthur Foundation support this viewpoint and reported recently that “Over 40% of students in grades 6-12 cite their teacher as a major obstacle for when and where technology can be used at school. “ We must account for digital native learning styles and transform our classrooms accordingly or we will lose touch with our students as they “turn off” their under-stimulated minds. □ According to The Partnership for 21st Century Skills, 21st Century Skills are the skills students need to succeed in school, work and life. The key learning elements include 21st Century skills student outcomes and 21st Century skills support systems. Technology lets our students develop skill that most adults, including many of our teachers, do not fully understand or value. These will be key skills in preparing students for an undefined future, and we must adapt to our changing roles as educators. 		

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p>		
<p>Schedule #4B—Program Description: Curriculum and Instruction</p>		
<p>Part 1: Component Description (cont.) Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Instruction Approach</p>		
<p>The TR₃-Tech Grant will implement new instructional strategies at targeted consortium middle school campuses in grades 6-8 as part of the required curriculum redesign. We must have standards-based instruction and supporting rubrics, and these strategies are based primarily upon digital native learning style concepts, the 4 Es principals, 21st Century learning skills, and will be implemented based on ISTE's (International Society for Technology in Education) NETS (National Educational Technology Standards) framework of technology integration and implementation standards.</p> <p>The teacher becomes a learning facilitator in this new model of instruction. Instead of being "the sage on the stage" lecturing and leading students, the teacher-as-facilitator will provide guidance on the learning objective at hand, based on the TEKS curriculum, and will assign students various information gathering, editing, compilation and production tasks based on the differentiated instruction model and taking into account each student's individual learning styles. The students will use 4 Es principals and Web 2.0 tools to search for information related to the learning objective (Exposing knowledge), use their basic math skills, mathematical models and visualization software (Employing information) to synthesize a wiki-based knowledge bank containing multimedia content (Expressing ideas compellingly).</p> <p>The instruction model will be built using the ISTE (International Society for Technology in Education) NETS (National Educational Technology Standards) framework, and all activities will be aligned to the TEKS and TA-TEKS curriculum for that grade level.</p> <p>The middle school libraries will be transformed instructionally into "Online-Powered School Libraries" through the deployment of Web 2.0 tools in conjunction with the cart of 30 wireless networked netbooks to transform learning and enable 24/7 access. Weblogs, wikis, ebooks, protected private social networking sites, podcasts and videocasts, and RSS (Real Simple Syndication) and social bookmarking tools such as del.icio.us (social bookmarking is a method for Internet users to store, organize, search, and manage bookmarks of web pages on the Internet) will all transform the instructional environment in our libraries, and provide ideal supplemental support to our existing online circulation desks and online reference and periodical resources</p>		
<p>Instruction Underlying Rationale/Research</p>		
<p>The new Middle School Mathematics instructional approach, and the new instructional approach in the libraries that the TR₃-Tech Grant will enable is based on the following research/rationale:</p> <ul style="list-style-type: none"> □ David Warlick and Sara Armstrong, The New Literacy: The 3 Rs Evolve into the 4 Es defines new literacy requirements in an increasingly, and soon to be exclusively, digital and networked world. Reading now becomes Exposing Knowledge (finding, decoding and evaluating information and organizing it into personal digital libraries), 'Rithmetic becomes Employing Information (using basic math skills, computer-aided processing of numbers, and processing media), and 'Riting transforms into Expressing Ideas Compellingly (writing effectively and communicating with multimedia); Ethics becomes the 4th E and a crucial skill (investigating information reliability, respecting information property rights, and realizing and respecting the importance of our information infrastructure). We must implement the 4 Es in our instructional standards in order to prepare our students for the future. □ Will Richardson, Online-Powered School Libraries: Web 2.0 Technologies are Transforming the School Library. School libraries have become the front lines of change in our digital native age, and libraries must become a "24/7 digital workspace", a "learning-centered laboratory", and/or a "participatory, social, user-centered space". All guidelines are based upon research and descriptions from the School Library 2.0 Summit. □ We must have standards-based instruction and supporting rubrics. The guideline for effective and meaningful instruction within the TR₃-Tech Grant Consortium, based on our redesigned curriculum, comes from ISTE's NETS framework of standards for the effective and meaningful use of technology with K-12 students. The NETS framework includes the NETS*S student standards and NETS*T teacher standards frameworks, and the Technology Facilitation (TF) and Technology Leadership (TL) standards. □ Marc Prensky's research on learning styles is based on the concept that our students are "Digital Natives", born into a digital, networked world where instantaneous feedback and gratification are expected. These children think and learn quite differently from the world we teachers knew years ago, our "Digital Immigrant" world, the "old country" before digital technology was omnipresent, where information was a product instead of a building block as it is to our digital native students. We must alter instruction to reach these students as 40% of them consider current instructional methods an obstacle to their success. 		

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009
Schedule #4B—Program Description: Curriculum and Instruction

Part 2: Activity Timeline

#	Major Curriculum and Instruction Activities	Proposed Begin Date	Proposed End Date
1	Collaborate with UT Arlington and Lamar University to offer high school pilot project of online dual credit courses. Agree upon courses to be offered.	Sep-09	Oct-09
2	Redesign curriculum for Middle School Mathematics (Grades 6-8): Initial meetings with ESC Region 20 and all stakeholders.	Oct-09	Oct-09
3	Redesign curriculum for Middle School Mathematics (Grades 6-8): Interim design meetings with ESC Region 20 and all stakeholders.	Nov-09	Nov-09
4	Redesign curriculum for Middle School Mathematics (Grades 6-8): Final design meetings with ESC Region 20 and all stakeholders and implement curriculum.	Dec-09	Jan-10
5	Communicate with students and parents; promote and explain online dual credit program and curriculum redesign. Hold meetings to explain programs and assist parents and students in making appropriate and beneficial choices.	Oct-09	Aug-11
6	Provide professional development to staff through ESC Region 20 regarding curriculum redesign using Digital Native Learning Styles, 21 st Century Skills, 4 Es, Web 2.0 tools and Libraries 2.0 using ISTE NETS framework.	Oct-09	May-11
7	Establish communication with high school dual credit students' Academic Coaches. Monitor student progress; provide counseling as needed.	Oct-09	Sep-11
8	Administer Year 1 evaluation surveys to high school dual credit students to assess student perceptions of quality of courses, instruction, assignments, and academic coaching. Ask students to self-evaluate their success in the class.	Jan-10 & Jun-10	Aug-10
9	Administer Year 2 evaluation surveys to high school dual credit students to assess student perceptions of quality of courses, instruction, assignments, and academic coaching. Ask students to self-evaluate their success in the class.	Jan-11 & Jun-11	Aug-11
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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009

Schedule #4B—Program Description: Professional Development

Part 1: Component Description

Professional Development Approach

#	Session Type	Focus or Topic	Frequency and Duration
1	Onsite	ESC Region 20 Digital Native/Redesigned Curriculum & Instruction	18 hrs/Teacher/Class/Yr
2	Onsite & Online Mixed	ITL Instructional Technology Leadership Training for Campus Admins	Min 12 hrs/Admin/Yr
3	Online	Lamar Master of Education in Educational Technology Leadership	36 credit hrs/18 months
4	Onsite & Online Mixed	La Vernia ISD Technology Best Practices Sharing Sessions	2 days/Campus/Yr
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Underlying Rationale/Research (Response limited to the space provided, font size no smaller than 9 pt, Arial or Verdana)

Without the presence of capable and well-prepared educators, we cannot meet the learning goals established in our State or local educational plans and cannot reach Target Tech in Technology. The technologies provided by this grant, including netbook computers, are critical enablers of instruction. In crafting our instructional plan, however, we have been very cognizant that we must put instruction ahead of these technologies, letting the instructional strategies drive the professional development.

A key support component of our instructional model is that ongoing training for our teachers is embedded within instruction, not isolated from it. Our middle school mathematics teachers will learn how to use the tools we are giving them to improve teaching and learning right in their actual classrooms and instructional settings, throughout the instructional year, instead of the usual “just the basics” training on how the tools work.

The ITL (Instructional Technology Leadership) training provided to our middle school campus administrators is crucial to ensure the proper support and understanding of technology leadership at the administrative level, to ensure proper assessment of classroom technology use during PDAS appraisals, and to foster systemic change. As Don Knezek, lifelong educator and CEO of ISTE, points out, “Integrating technology throughout a school system is, in itself, significant systemic reform. We have a wealth of evidence attesting to the importance of leadership in implementing and sustaining systemic reform in schools. It is critical, therefore, that we attend seriously to leadership for technology in schools.” Our ITL training is being provided through two current Lamar University professors who teach and lecture all over the country regarding how to understand the learning styles of students and teachers, and in turn, become an exemplary leader transforming education, as well as how to support digital native learning styles and Web 2.0 tools while effectively addressing the policy implications of these tools. A total of 15 days of ITL training will be provided.

Marc Prensky’s research on learning styles is based on the concept that our students are “Digital Natives”, born into a digital, networked world where instantaneous feedback and gratification are expected. These children think and learn quite differently from the world we teachers knew years ago, our “Digital Immigrant” world, the “old country” before digital technology was omnipresent, where information was a product instead of a building block as it is to our digital native students. We must alter instruction to reach these students as 40% of them consider current instructional methods an obstacle to their success. Certified educator trainers from ESC Region 20 will work on our campuses in our actual middle school mathematics classrooms, side by side with our teachers, to model the proper use of digital native and Web 2.0 tools to transform teaching and learning. This one to one personal approach for a minimum of 18 hours per teacher per year builds confidence and relationships with teaching staff and makes use of the actual tools and technologies in place in the classroom. Many time in the past we have provided “just in case” professional development where we focus on learning tools; this is true “just in time” modeled learning where teachers learn to use the technology by *using* the technology in order to *learn* the technology.

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p> <p>Schedule #4B—Program Description: Professional Development</p>		
<p>Part 1: Component Description (cont.)</p>		
<p>Underlying Rationale/Research (Response limited to the space provided, font size no smaller than 9 pt, Arial or Verdana)</p>		
<p>A key element of the TR3I-Tech Grant professional development plan is geared at transforming “techies” into educators; a campus technology leader in each LEA’s middle school and a district technology administrator from each LEA will receive a bond-requirement scholarship to obtain an online Master of Education in Educational Technology Leadership. This rigorous online course provides 36 credit hours of immersion in the latest educational research on teaching and learning, and will pay dividends for years after the grant period ends as these technology leaders mentor and transfer knowledge to their peers and work to transform technology from an educator’s perspective. Please note that this Masters Online degree is not included for the private school partners located within Edgewood ISD; grant guidelines prohibit private school partners from obtaining scholarships through T3 grant funds.</p> <p>As the LEA partner with resources and ability to provide technology-focused programs to the local target population, La Vernia ISD will be providing Technology Best Practices Sharing Sessions to all grant partners. La Vernia ISD has experience deploying and supporting next-generation intelligent high-bandwidth wireless networking, thin-client computing allowing older computers to be repurposed as thin-client terminals connected to blade servers running Microsoft Windows Terminal Services to provide high-performance Windows and web-based applications affordably to more students, and in server and desktop virtualization including cloud computing using VMware and vSphere cloud operating systems. These sharing sessions are an integral part of creating communities of best practice, and additional support will be offered through wikis and weblogs housed on La Vernia ISD servers and made available to all partners.</p> <p>The professional development is based on research including:</p> <ul style="list-style-type: none"> □ David Warlick and Sara Armstrong, The New Literacy: The 3 Rs Evolve into the 4 Es, which defines new literacy requirements in an increasingly, and soon to be exclusively, digital and networked world. Reading now becomes Exposing Knowledge (finding, decoding and evaluating information and organizing it into personal digital libraries), ‘Rithmetic becomes Employing Information (using basic math skills, computer-aided processing of numbers, and processing media), and ‘Riting transforms into Expressing Ideas Compellingly (writing effectively and communicating with multimedia); Ethics becomes the 4th E and a crucial skill (investigating information reliability, respecting information property rights, and realizing and respecting the importance of our information infrastructure). We must implement the 4Es in our instructional standards in order to prepare our students for the future. □ Will Richardson, Online-Powered School Libraries: Web 2.0 Technologies are Transforming the School Library. School libraries have become the front lines of change in our digital native age, and libraries must become a “24/7 digital workspace”, a “learning-centered laboratory”, and/or a “participatory, social, user-centered space”. All guidelines are based upon research and descriptions from the School Library 2.0 Summit. □ The Partnership for 21st Century Skills. 21st Century Skills are the skills students need to succeed in school, work and life. The key learning elements include 21st Century skills student outcomes and 21st Century skills support systems. Technology lets our students develop skill that most adults, including many of our teachers, do not fully understand or value. These will be key skills in preparing students for an undefined future, and we must adapt to our changing roles as educators. 21st Century professional development includes balancing direct instruction with project-based learning, encourages knowledge sharing through face-to-face and distance learning formats, and integrating 21st Century skills in daily teaching practices. □ We must have standards-based instruction and supporting rubrics. The guideline for effective and meaningful instruction within the TR3I-Tech Grant Consortium, based on our redesigned curriculum, comes from ISTE’s NETS framework of standards for the effective and meaningful use of technology with K-12 students. The NETS framework includes the NETS*S student standards and NETS*T teacher standards frameworks, and the Technology Facilitation (TF) and Technology Leadership (TL) standards. □ Technology increases teacher retention. ESC Region 20 has demonstrated that professional development programs that focus on the effective integration of technology in the classroom maximize the use of existing and emerging tools and resources and promote innovation in pedagogy. The increase of the comfort level with technology applications and resources, and their meaningful integration in everyday teaching and learning helps teachers master the SBEC teacher technology proficiencies, therefore increasing their contributions to the school community, quality of teaching, modeling and mentoring, self image, and satisfaction in the workplace. 		

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009 Schedule #4B—Program Description: Professional Development</p>			
<p>Part 2: Activity Timeline</p>			
#	Major Professional Development Activities	Proposed Begin Date	Proposed End Date
1	Promote professional development to middle school mathematics staff and campus administrators and establish expectations for participation.	Sep-09	Aug-11
2	Onsite Year 1 ESC Region 20 Digital Native/Redesigned Curriculum & Instruction in-classroom pedagogical support.	Oct-09	May-10
3	Onsite Year 2 ESC Region 20 Digital Native/Redesigned Curriculum & Instruction in-classroom pedagogical support.	Aug-10	May-11
4	ITL Instructional Technology Leadership Training for Campus Principals and Administrators, Year 1.	Oct-09	May-10
5	ITL Instructional Technology Leadership Training for Campus Principals and Administrators, Year 2.	Aug-10	May-11
6	Provide online Lamar University Master of Education in Educational Technology Leadership to LEA campus and district technology leaders.	Nov-09	Aug-11
7	Provide La Vernia ISD Technology Best Practices Sharing Sessions to campus and district technology leaders.	Oct-09	May-11
8	Provide support and facilitate cohorts for participation in online collaborative forums regarding integration of technology into instruction using Web 2.0 tools.	Oct-09	Aug-11
9	Monitor increasing levels of implementation of technology using quarterly administration of Texas Teacher/Campus STaR Chart.	Jan-10	May-11
10	Evaluate effectiveness of professional development using LoTI Levels at end of each semester.	Jan-10	May-11
11	Report the quantity and quality of professional development to TEA in required reports.	Oct-09	Aug-11
12			
13			
<p>GRANT FUNDS WILL BE USED TO PAY ONLY FOR ACTIVITIES OCCURRING BETWEEN THE BEGINNING AND ENDING DATES OF THE GRANT AS SPECIFIED ON THE NOTICE OF GRANT AWARD.</p>			

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p> <p>Schedule #4B—Program Description: Project Management</p>		
<p>Part 1: Component Description Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Supplement-Not-Supplant</p>		
<p>All funding from the TR₃I-Tech T3 Grant will supplement, not supplant, other current funding sources. Funds will not be used for any services or activities required by State law, State Board of Education regulations, or local policies. No other funds are being decreased or diverted due to the availability of these funds. The Grant Writing Team works in concert with local technology task forces, district and campus site based committees, parent and community groups and business leaders to insure the use of funds from all sources is maximized, program services and activities are not duplicated among programs, and services are provided to participants in an integrated, coherent fashion. The initiatives contained herein, including professional development, services, and equipment could not be funded without this T3 supplemental grant funding. No other funding from local sources, including the Technology Allotment, E-Rate discounts, or Title II Part D formula technology funds exists in sufficient quantities to implement a project of this magnitude. Great care has been taken to insure that while the grant funds do not duplicate or replace any existing funds, there is a significant leveraging of other funding sources, including other grants, E-Rate, the Technology Allotment and Title II Part D formula funds.</p>		
<p>Partnership/Involvement of Others</p>		
<p>The TR₃I-Tech T3 Grant Collaborative consists of Edgewood ISD located in San Antonio, Texas, the high-need LEA based on census data, three private nonprofit schools located within Edgewood ISD (Holy Cross of San Antonio, St. John Berchmans School and St. John Bosco School), and La Vernia ISD, located in La Vernia, Texas, a previous collaborative partner with Edgewood ISD, and the LEA with resources and ability to provide technology-focused programs to the local target population. Partner IHEs include Lamar University and UT Arlington, and partner organizations from academia include Dr. Elvis Arterbury and Dr. Kay Abernathy, Professors at Lamar University. The ESC Region 20 is our primary supporting professional development provider. A major tenet of the involvement of all partners in this grant is the shared belief that all members must have a clear, documented understanding of their unique needs and abilities, desired benefits and individual responsibilities, as well as a shared vision including common goals and objectives. The areas of greatest need and the partners of highest need are clearly identified and remain the ultimate focus of all grant initiatives. Shared Service Agreements, Letters of Involvement and Letters of Support are on file with Edgewood ISD and are included in this application as directed.</p>		
<p>Management of Grant Activities</p>		
<p>The TR₃I-Tech Grant Project Director is responsible for ongoing monitoring and the day-to-day management of the grant project. The Project Director is responsible for insuring that all grant timelines are met, carrying out day-to-day operation of the grant, coordination of all grant activities, and continual monitoring and improvement through feedback of all grant processes and products. The Project Director is responsible for maintaining the grant budget and for preparation and submission of all required grant reports in collaboration with the External Evaluator. The Project Director and External Evaluator will receive enrollment and completion data from UT Arlington and Lamar on students taking dual credit courses, and will receive updates from ESC Region 20 on teacher professional development.</p> <p>This position does not duplicate any existing position in any campus or at either LEA and does not supplant any current activities. The Project Director and External Evaluator gather grant management data regularly as required by TEA reporting cycles. In order to facilitate the replication of project successes, and to disseminate lessons learned and best practices to the entire community, information concerning this grant will be posted on the Edgewood ISD and La Vernia ISD district websites and on various wikis and weblogs.</p>		
<p>Internal Communications, Coordination, and Reporting</p>		
<p>During development of the TR₃I-Tech Grant, the Grant Writing Committee met weekly to investigate grant possibilities, plan strategies, meet with stakeholders and finally develop and write the T3 grant proposal. The Project Director will oversee the day-to-day operation of the grant, maintain the grant budget, insure timelines are met, oversee collaboration and mentoring and produce and submit reports in collaboration with the External Evaluator. The Grant Project Director and contracted External Evaluator will receive enrollment and completion data from UT Arlington and Lamar on students taking dual credit courses, and will receive updates from ESC Region 20 on teacher professional development. A quarterly report detailing partner participation levels, feedback from participants, challenges encountered, and recommendations for actions needed to improve implementation of the grant will be produced by the Project Manager and submitted to principals, technology directors, the superintendents of both LEAS, and other partners and stakeholders as/if needed.</p> <p>During the grant period, the Project Director and External Evaluator will meet with members of the Grant Writing Committee as needed to disseminate information to all stakeholders and collaborative partners. Semiannually, the Grant Writing Committee will meet to receive status and implementation reports, evaluation results, and to consider any required adjustments or amendments to the TR₃I-Tech Grant.</p> <p>All reports produced by any and all grant personnel will be available for review by TEA staff at any time for any reason.</p>		

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p>		
<p>Schedule #4B—Program Description: Project Management</p>		
<p>Part 1: Component Description (cont.) Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Grant Project Manager Qualifications</p>		
<p>The TR₃I-Tech Grant Project Director is Brother Dennis P. Doose, C.S.C., a semi-retired certified educator who is the Technology Director at Holy Cross of San Antonio and co-writer of this grant application, as well as a co-writer and assistant fiscal manager for previous consortium TIE-3, TIE-4, and TARGET-2 grants obtained during the last decade. Dennis Doose is also a former employee of Edgewood ISD who knows the “lay of the land” in Edgewood, and is well acquainted with La Vernia ISD due to our previous collaborative grants. He has managed E-Rate since its inception, and managed all Federal Programs for Holy Cross including Title I, II, IV and V.</p> <p>His past experience makes him ideally suited to provide technology implementation and integration mentoring and guidance to all consortium teachers and staff. Dennis Doose’s long history in the classroom and extensive experience with instructional technology allows him to model the use of all components involved in this grant. Additionally, as a semi-retired educator, Dennis Doose not only has the time to dedicate to the daily management of this project, but will provide his services on a contracted service basis for \$20,000 per year, a substantial cost savings allowing us to further leverage grant funds to deploy advanced technologies for all partners.</p>		
<p>Grant Personnel Qualifications</p>		
<p>The Grant Writing Team consists of: Daniel S. Meza, Grant Administrator and Superintendent Representative, Edgewood ISD (EISD); Joseph Duffy, IT/Library Media Services Coordinator, EISD; Ronald Foster, Instructional Technology Specialist, EISD; Dennis Doose, Technology Director at Holy Cross of San Antonio and grant co-writer for TIE-3, TIE-4, and TARGET-2 and Vision 2020; and Allen D. Bordelon, Director of Technology at La Vernia ISD and grant co-writer for TIE-4 and TARGET-2.</p> <p>The Grant Project Director is Dennis Doose, as detailed above.</p> <p>The External Evaluator is Dr. Roy Johnson with the Intercultural Development Research Association (IDRA), the external evaluator contracted through T3 grant funds. IDRA has the background in education necessary to work with and understand the needs of all consortium schools and teachers, and understand the requirements of SBEC, TAKS testing, the TEKS curriculum, Teacher and Campus STaR Charts and technology integration as many staff members are former educators.</p>		
<p>Resource Management</p>		
<p>The TR₃I-Tech Grant utilizes and builds upon multiple local initiatives and previous grants involving the current collaborative members. The Federal E-Rate discount program helped pay for the internal connections network infrastructure throughout Edgewood ISD and the private schools within Edgewood, and provides funding to all consortium members helping provide the Internet access needed to bring in distance learning instruction and professional development content, and providing access to online initiatives. Both LEA partners have received multiple TIFB grants, and the partners who participated in the TIE-4 grant initiative were provided distance-learning capability at every campus. This grant builds upon all these initiatives, including infrastructure and ongoing support provided through local funds, the Technology Allotment, and Title II Part D formula technology funds. Professional development provided through this grant will utilize the distance learning systems put in place by the TIE-4 grant. The business office and Finance Director from EISD is involved and consulted every step of the way by the Project Director and other grant personnel to insure fiscal compliance and accountability, keep T3 funds separate from other funds, and to leverage other possible funding sources that may become available. The current TR₃I-Tech partners have an established collaborative history, so cooperation among all schools and sharing of resources is assured.</p>		
<p>Leadership, Administration, and Instructional Support</p>		
<p>Over the course of the funding period, campus principals and administrators will participate in 15 days of Instructional Technology Leadership training through a mixture of onsite and distance education to prepare them to become exemplary leaders who provide quality leadership for the integration of technology throughout their school. Additionally, campus and district technology leaders from both LEAs will obtain an online M. Ed. in Educational Technology Leadership offered through partner Lamar University. The degree program is 36 credit hours of fully immersive, purely online instruction designed to model online learning styles to improve administrative support for technology. The superintendent in each LEA will show support for the grant by requiring that targeted teachers participate in the curriculum redesign and in the ongoing professional development. Edgewood ISD’s Director of Finance will ensure compliance with budget accountability and will maintain separate accounts for all T3 grant funds. The curriculum directors from both Edgewood ISD and La Vernia ISD will work closely with the IHE partners to ensure that the online dual credit courses meet both State and district curriculum requirements, are fully aligned with the TEKS curriculum, and are integrated into the district’s high school curriculum. The Technology Directors from each LEA and all partner campuses will oversee installation of and maintain the infrastructure provided through the grant, and will assist their teachers as needed with integration of the grant technologies. Each targeted campus’ principal will provide the communication, support, scheduling, and supervision needed for the TR₃I-Tech grant project to succeed, and will hold their teachers accountable through observations and by requiring reports of their implementation of the technologies provided through this grant.</p>		

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009 Schedule #4B—Program Description: Project Management					
Part 2: Activity Timeline					
#	Major Project Management Activities	Proposed Begin Date	Proposed End Date		
1	Manage TR3I-Tech Grant budget and maintain separate accounts. Ensure responsible expenditure of funds and transparent accounting practices.	Oct-09	Aug-11		
2	Attend annual T3 Grant Leadership Conference in Austin, Texas.	Oct-09	Oct-10		
3	Prepare and submit T3 Interim Reports to TEA including Program Reports, Activity Reports, Expenditure Reports and Evaluation Reports.	Oct-09	Aug-11		
4	Procure, oversee configuration and installation of netbooks, carts and wireless infrastructure	Oct-09	Dec-09		
5	Oversee and manage curriculum redesign efforts for middle school math classes and assist with communication and implementation issues as needed.	Oct-09	Aug-11		
6	Oversee and manage the high school dual credit course pilot program and assist with communication and implementation issues as needed.	Oct-09	Aug-11		
7	Oversee and manage the Lamar University Masters Online program and assist with communication and implementation issues as needed.	Nov-09	Aug-11		
8	Oversee and manage the ITL Campus Leadership professional development and assist with communication and implementation issues as needed.	Oct-09	Feb-11		
9	Oversee and manage ESC Region 20 Digital Native professional development and assist with communication and implementation issues as needed.	Oct-09	May-11		
10	Oversee and manage LVISD Technology Best Practices Sharing Sessions and assist with communication and implementation issues as needed.	Oct-09	May-11		
11	Facilitate parent and community information sessions to be acquaint parents with the middle school math curriculum redesign and dual credit courses.	Oct-09	Nov-10		
12	Attend collaboration meetings with local decision makers and middle school teacher cohorts.	Oct-09	May-11		
13	Conduct formative and summative evaluation activities and submit reports as agreed upon with district and as required by TEA.	Oct-09	Aug-11		
14	Submit STaR Charts annually to TEA to track progress toward Target Tech level.	Oct-09	Aug-11		
GRANT FUNDS WILL BE USED TO PAY ONLY FOR ACTIVITIES OCCURRING BETWEEN THE BEGINNING AND ENDING DATES OF THE GRANT AS SPECIFIED ON THE NOTICE OF GRANT AWARD.					

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009
Schedule #4B—Program Description: Infrastructure and Implementation

Part 1: Implementation and Infrastructure

Requirement 1: Provide a detailed analysis of strengths and weaknesses of existing infrastructure, along with a description of how weaknesses will be addressed in order to ensure that appropriate infrastructure exists to support district's technology goals. Responses are limited to the space provided (this and following page), front side only, with a font size no smaller than 9 point (Arial or Verdana).

Edgewood ISD, La Vernia ISD, and the private schools located in Edgewood have done a great job providing infrastructure in support of educational technology as evidenced by their technology plans and Campus STaR Chart scores in Key Area IV: Infrastructure for Technology Focus Area INF2 Internet Access Connectivity Speed; all campuses involved in this grant are at least at Advanced tech in this Focus Area, and about half of the campuses involved are at Advanced Tech in Focus Area INF5, Local Area Network/Wide Area Network (LAN/WAN). Infrastructure is a key to the support of educational technology initiatives, and all players in this grant have worked hard to apply E-Rate, Technology Allotment, local and other funds to build out and maintain their infrastructure. The Texas Long Range Plan for Technology (LRPT) states in its Vision section that "The infrastructure of a school is the critical element of support for all four areas of this plan: teaching and learning; educator preparation and development; leadership, administration and instructional support; and infrastructure for technology." And that "...infrastructure is critical to provide equitable access to all learners."

All entities participating in this grant have sufficient Internet bandwidth, firewalls and security systems, routers and switches, web and content filter server capacity, and LAN/WAN wired infrastructure to support the TR₃I-Tech Grant initiatives.

However, the supplemental technologies being provided through T3 grant funding as the classroom and library sets of netbooks are very dependent upon wireless Internet access of sufficient bandwidth to deliver a quality immersive learning experience. While the current wireless infrastructure in place in campuses is sufficient to support all current ongoing curriculum and instruction activities, the Internet Connectivity of five of our campuses will need to be supplemented to handle the load of the middle school math labs and the library lab. This supplemental wireless infrastructure leverages the Internet services and infrastructure paid for through E-Rate discounts and other funding sources.

All three Edgewood ISD middle school campuses in this grant , Brentwood, Gus Garcia and E T Wrenn, will receive \$14,000.20 each for the installation of an enhanced 80211g intelligent wireless network access system, including multiple access points and the intelligent controller system which performs bandwidth management and eliminates the crosstalk and interference prevalent on older wireless networking systems. These systems will use a different 128-bit WEP security key to ensure the bandwidth is kept open for the grant-supplied netbook computers.

Two of the private schools located within Edgewood ISD, St. John Berchmans School and St. John Bosco School, will also receive \$14,000.20 each for the installation of a supplemental enhanced next-generation intelligent wireless network access system, including multiple access points and the intelligent controller system, also utilizing a different security key from other existing access points to ensure that bandwidth is prioritized for the grant-supplied netbook computers. It must be noted that all systems and devices supplied to or installed in the private schools (St. John Berchmans and St. John Bosco in this case) are required by law to remain the property of the fiscal agent, Edgewood ISD. Just as the netbooks could be easily removed and returned to Edgewood if a private school was to cease operation, the wireless infrastructure could be removed and returned as well, as it is only wall and rack mounted and can be easily and completely removed.

The targeted middle school mathematics classrooms currently have existing computers in them, but they have not reached the Target Tech goal of 1:1 computing. T3 grant funding will provide supplemental labs of 30 wireless netbook computers for placement in targeted 6th-8th grade math classrooms, supporting immersive 21st Century learning for our digital native students, and bringing these rooms to Target Tech in the STaR Chart Key Area Infrastructure for Technology, Focus Area INF1, Students per Computer.

The targeted middle school libraries currently have shared access computers in them, but there are insufficient resources to implement Library 2.0 strategies. T3 grant funding will provide supplemental labs of 30 wireless netbook computers for placement in these libraries, supporting immersive 21st Century learning for our digital native students, and enabling implementation of Library 2.0 initiatives. The netbook labs will encourage teachers to bring their classes to the library, facilitating literacy initiatives, and as campuses increase their holdings of ebooks, vastly expanded collections of works will be made available to students. These netbooks can also be checked out by students for home use in support of 24/7 learning initiatives.

All other existing technology infrastructure, including electrical power for charging the units and powering the wireless system, is either already sufficient or will be upgraded as/if needed by the campus or LEA from separate funding if deficiencies are found, which will constitute further leveraging of funds.

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p> <p>Schedule #4B—Program Description: Infrastructure and Implementation</p>		
<p>Part 1: Infrastructure and Implementation</p>		
<p>Requirement 2: Describe strategies for the project that accommodate flexible implementation and include time for collaboration, communication, adjustments, and feedback during the course of the program. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>The very nature of the TR₃I-Tech grant provides inherent flexibility. The 30-unit netbook labs being provided to middle school grades 6-8 mathematics classrooms are contained within wheeled security carts for storage and charging, and can thus be easily relocated if teachers are assigned to a different classroom during the implementation period, or during temporary reassignments due to repair or renovation activities within the campus. The 30-unit library netbook lab, being provided to supplement existing library computers and offer a 24/7 learning initiative via a checkout program, also can be easily relocated within their cart and even provide the flexibility of bringing library resources right into a classroom for special learning events.</p> <p>ESC Region 20 certified trainers provide the pedagogical support and professional development right in each teacher's classroom using their actual equipment, so again the training can follow the teacher and their mobile lab in the event of a relocation or reassignment within the campus. Additional learning support and communication are provided via electronic mail listserves, weblogs and wikis, and as these are anytime/anywhere web based resources, they can be accessed by participating staff anywhere, even off campus at home. Meetings of collaborative partner teachers will be done frequently using distance education technologies for live meetings, and via wikis and weblogs for cyberspace meetings and discussions, providing flexibility in time and location and promoting asynchronous communication.</p> <p>The dual credit high school courses being provided through Lamar University and UT Arlington are all delivered via online distance education, and the supporting academic coaches are also available online via email, wikis and weblogs, facilitating learning and assistance from any location 24/7 whether at school or at the student's home. The superintendents from Edgewood ISD and La Vernia ISD, and the president of Holy Cross of San Antonio have already signed articulation agreements in anticipation of this grant, insuring the local school and/or district will award high school credit for the dual credit courses.</p> <p>The online Master of Education in Educational Technology Leadership offered to LEA campus technology administrators and district technology directors is a 100% online degree, utilizing web-based content and utilizing caching software for access off campus when not connected to the Internet. This degree offers 24/7 access and utilizes fully electronic resources including a fully online campus library, online articles and journals, and ebooks as well as online access to teaching and coaching staff through email, weblogs and wikis, giving participants complete flexibility in where and when learning occurs. Participants never have to set foot on the Lamar campus unless they wish to walk the stage at the graduation ceremony.</p> <p>Additional time for collaboration, communication, adjustments and feedback during the course of the program is provided through and facilitated by the Grant project Director, Dennis Dose, by coordinating with local decision-making committees and other appropriate state and federal programs to maximize the effectiveness of the grant, providing reasonable opportunities for teachers, parents, and other interested parties to participate in the planning and operation of the grant project, and employing effective procedures for acquiring and disseminating significant information from educational research and promising educational practices developed through similar projects to participating teachers and administrators.</p> <p>Additional strategies for the project that accommodate flexible implementation include the fact that each LEA will utilize their own purchasing system to acquire quotes and/or bids for equipment, purchase the equipment that best suits their technology needs and equipment guidelines, purchase and inventory the equipment utilizing their own system, and in turn be best prepared to provide support through their own resources; neither LEA is pushing a particular brand of equipment or a particular set of specifications on the other insuring these supplemental purchases dovetail readily into the existing infrastructure system.</p>		

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p> <p>Schedule #4B—Program Description: Infrastructure and Implementation</p> <p>Part 2: Infrastructure and Implementation Requirements (cont.)</p>		
<p>Requirement 3: If you are currently receiving Vision 2020 project funding or have applied for funding under Vision 2020, Cycle 2, describe how project management will be conducted so as to keep T3 Collaborative Grant—ARRA funding activities separate from those of the Vision 2020 grant while still implementing the program and providing services effectively. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p><input type="checkbox"/> N/A</p>	<p>Applicant is not currently receiving Vision 2020 funds and did not apply for Vision 2020, Cycle 2, funding. If checking this box, applicant should leave this page blank and continue to Requirement 4.</p>	
<p>The fiscal agent, Edgewood ISD, in collaboration with Holy Cross of San Antonio, St. John Berchmans School and St. John Bosco School, have applied as a separate grant consortium for Vision 2020, Cycle 2, grant funding. La Vernia ISD was not a part of the Vision 2020 collaborative. As-of the submission of this grant, it is unknown whether funding will be awarded.</p> <p>Only four of the middle schools in this grant are affected by Vision 2020; Brentwood Middle School, Holy Cross of San Antonio, St. John Berchmans School and St. John Bosco School, and Vision 2020 targeted only 6th grade, so overlap at the campus level is minimal.</p> <p>Project management for the Vision 2020 grant, if awarded, will be kept separate from T3 funding as two separate Project Directors were designated. Ron Byrd, an Edgewood ISD employee, will act as Project Director for Vision 2020, while Dennis Doose will be contracted to act as Project Director for this T3 grant. As it is the primary responsibility of the Project Director to oversee the use of grant funding, the implementation of grant programs, the filing of grant schedules, reports, amendments, and to maintain the grant budget in concert with the Edgewood ISD Director of Finance, all activities will be maintained as separate. The two separate and unaffiliated project managers will ensure project management will be conducted so as to keep T3 Collaborative Grant—ARRA funding activities separate from those of the Vision 2020 grant while still implementing the program and providing services effectively. Two separate grant budgets, controlled separately by each project director, will ensure the separation of funds at the district level.</p> <p>The goals, objectives and design of the programs are different, and the curriculum and professional development provided through Vision 2020 does not overlap or duplicate but is complimentary to the curriculum and professional development being provided through T3 funds. Even the wireless infrastructure installed as a part of this T3 grant will be maintained as separate by utilizing a different 128-bit WEP security key to ensure the bandwidth is kept open and is available only for the T3 grant-supplied netbook computers.</p> <p>The focus of the Vision 2020 Cycle 2 grant, if awarded, was to give a particular cohort of children and teachers, namely those in 6th grade netbooks to see how constantly having a netbook, both at home and at school, would impact their achievement. The cohort of children that are 6th graders in the 2009-2010 school year will keep the netbooks and be followed as they move up to 7th grade. There is no focus on any particular subject area, and there is no curriculum redesign component in the Vision 2020 grant as there is in our TR₃I-Tech Grant.</p> <p>Due to the different goals and focus of the two grants, and the fact that there is no curriculum redesign or subject area concentration embodied with the Vision 2020 grant, the two different grants complement each other; no interference or conflicts would be created by joint implementation of the Vision 2020 and T3 grants.</p>		

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**Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009
Schedule #4B—Program Description: Infrastructure and Implementation**

Part 2: Infrastructure and Implementation Requirements (cont.)

Requirement 4: Provide evidence that the project director in each participating district has sufficient, dedicated time for program activities. Grantees receiving funding from other Title II, Part D, funding sources (such as Vision 2020, Cycle 1 or 2) must describe their plans for budgeting and documenting expenses separately for each Title II, Part D, project. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Dennis Doose, the Project Manager for the TR3I-Tech Grant, is a semi-retired certified educator, and is project director only for this T3 grant. His limited duties at Holy Cross of San Antonio as Technology Director leave plenty of time for ongoing management of this grant. Although each LEA and each campus will have a local project management contact, Dennis Doose will perform all project management tasks for all members of the consortium.

Project management for the Vision 2020 grant, if awarded to Edgewood ISD, will be kept separate from T3 funding as two separate Project Directors were designated. Ron Byrd, an Edgewood ISD employee, will act as Project Director for Vision 2020, while Dennis Doose acts as Project Director for this T3 grant. As it is the primary responsibility of the Project Director to oversee the use of grant funding, the implementation of grant programs, the filing of grant schedules, reports, amendments, and to maintain the grant budget in concert with the Edgewood ISD Director of Finance, all activities will be maintained as separate. The two separate and unaffiliated project managers will ensure project management will be conducted so as to keep T3 Collaborative Grant—ARRA funding activities separate from those of the Vision 2020 grant while still implementing the program and providing services effectively. Two separate grant budgets, controlled separately by each project director, will ensure the separation of funds at the district level.

As dedicated Grant Project Manager, Dennis Doose has performed and/or will perform as appropriate the following activities for all members of the T3 grant consortium, in concert where appropriate with the Edgewood ISD Grant Administrator:

- Coordinating with appropriate individuals to design and develop the grant project and complete the application
- Coordinating the preparation of the grant budget with the Edgewood ISD business/accounting office; this effort will ensure that budgeted line items are classified correctly according to the Financial Accountability System Resource (FAR) Guide
- Making any necessary copies and distribution of the documents, including the original RFA, for grant personnel; this distribution includes individuals in the business office and the grant program area.
- Negotiating the grant budget with the TEA Program Manager
- Reviewing the contents of the grant packet as soon as it is received
- Ensuring that appropriate personnel review the approved application, and verifying any necessary modifications that may have taken place before, during, or after negotiation with TEA personnel
- Ensuring, in concert with the Edgewood ISD Director of Finance, that funds are expended as approved in the application
- Ensuring, in concert with the Edgewood ISD and La Vernia ISD Receiving and Inventory Management personnel, the appropriate inventory of equipment as purchased
- Ensuring all expenditures and activities are properly documented; although the business office records are the official grant fiscal accounting documents, the project manager will ensure that the project program office's books are regularly compared and reconciled to the business office accounting records.
- Ensuring that all the proposed activities are planned, implemented, and completed as approved in the application
- Filing necessary amendments
- Filing the following reports, as applicable and in coordination with the business/accounting office as needed:
 - ☐ Progress/Activity Reports
 - ☐ Interim Expenditure Reports (to be completed by the Edgewood ISD Accounting Office)
 - ☐ Evaluation Reports (to be completed by the External Evaluator)
 - ☐ Final Expenditure Report (to be completed by the Edgewood ISD Accounting Office)
 - ☐ Revised Final Expenditure Report (to be completed by the Edgewood ISD Accounting Office)

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p>		
<p>Schedule #4B—Program Description: Infrastructure and Implementation</p>		
<p>Part 2: Infrastructure and Implementation Requirements (cont.)</p>		
<p>Requirement 5: Applicants must describe how they will ensure that teachers involved are well informed of all aspects of program plans; that roles and responsibilities of all participants are clearly defined; and plans are in place to keep all program participants informed of project progress, problems, and changes. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Involvement and input from all participant LEAs and campuses was a key during the development of this collaborative grant application; we sought input and included input from campus staff meetings, principal's and/or leadership team meetings, District Education Improvement Council (DEIC) meetings, and Superintendent's Cabinet Meetings in Edgewood ISD. During the implementation of the TR₃I-Tech Grant, dedicated electronic mail listserves will be used as the primary venue to ensure that teachers involved are well informed of all aspects of program plans; that roles and responsibilities of all participants are clearly defined; and to keep all program participants informed of project progress, problems, and changes. Additionally, weblogs and wikis created for grant collaboration purposes will be used to keep all participants informed in conjunction with the district web sites of Edgewood ISD and La Vernia ISD, and the individual campus websites as may be appropriate.</p>		
<p>Live meetings, both in person and via distance technologies, will be used to keep teachers involved, including special sessions held during regularly scheduled faculty meetings, but email listserves, weblogs and wikis will be used as the primary means of communication to model 21st Century Skills to teachers by "using the technology to learn how to use the technology".</p>		
<p>As dedicated Grant Project Manager, Dennis Doose will perform the following involvement activities for all members of the T3 grant consortium in order to obtain ongoing feedback and input from all participants, and keep them informed of project progress, problems, and changes:</p>		
<p style="padding-left: 20px;">Coordinating with local decision-making committees and other appropriate state and federal programs to maximize the effectiveness of the grant</p>		
<p style="padding-left: 20px;">Identifying additional resources to carry out grant project activities</p>		
<p style="padding-left: 20px;">Providing reasonable opportunities for teachers, parents, and other interested parties to participate in the planning and operation of the grant project</p>		
<p style="padding-left: 20px;">Employing effective procedures for acquiring and disseminating significant information from educational research and promising educational practices developed through similar projects to participating teachers and administrators</p>		
<p>During the 268 total days of professional development being provided on-site and in-classroom via ESC Region 20 certified trainers, their presence in each involved teacher's classroom for a minimum of 18 hours per academic year will also have an effect of fostering communication between teachers; as the same Region 20 trainers will be in classrooms on many different campuses, a sense of camaraderie will develop further enhancing communication at many different levels through the formation of relationships and team building. The academic leaders, including principals, will regularly be participating, both in person and via distance technologies, in a minimum of 12 hours per person per year (a total of 15 days of training during the two-year grant period) of the Instructional Technology Leadership (ITL) training and thus will be communicating regularly across the consortium and with the Grant Project Director keeping all participants informed.</p>		
<p>Finally, as part of the evaluation process, the External Evaluator will be in contact with all teachers and participants gathering and sharing project progress data and feedback in concert with the Project Director. As in the development of this grant application, communication to and involvement of program participants will be provided through campus staff meetings, principal's and/or leadership team meetings, District Education Improvement Council (DEIC) meetings, Superintendent's Cabinet Meetings in Edgewood ISD, and Board of Trustees meetings as appropriate.</p>		

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009

Schedule #4B—Program Description: Infrastructure and Implementation

Part 2: Infrastructure and Implementation Requirements (cont.)

Requirement 6: Applicants must provide strategies to address changes in policy due to issues that may arise during the program. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Each consortium campus is guided by existing technology plans and policies including Acceptable Use Policies (AUP) and Acceptable Posting Policies (APP). All campuses have Student Codes of Conduct in place defining all aspects of student conduct expectation along with penalties for violation of these policies. All policies and codes of conduct apply to consortium students using campus-owned and district-owned technology equipment both on and off school property. Policy violations will be dealt with using normal disciplinary procedures. New policies will be written as needed. Analysis of the scope of this grant and current research already indicates the need for a new policy; a Web Publishing Policy (WPP) will be created for all consortium members to provide guidelines for student participation using collaborative web publishing tools such as wikis and weblogs, where students will be creators rather than consumers of content.

The strategy to address changes in policy due to issues that may arise during the program is as follows:

- All grant participants are encouraged to identify problems if they arise and to provide suggestions for improvement.
- Issues and suggestions will flow through the project contact on each consortium campus who will forward them to the Project Director.
- The Project Director will review the issues and suggestions, and if necessary, prepare a preliminary recommendation to appropriate staff members in the involved LEA or campus.
- During the next staff meeting at the LEA or campus affected, the Project Director will present the issues and suggestions, his preliminary recommendations, will facilitate discussion, and then receive feedback and/or approval as appropriate.
- The recommended change(s) to policy will be documented during these meetings. TR₃I-Tech Grant participants will be informed of the policy change through grant project meetings, district and/or campus staff meetings, email, wikis and weblogs as appropriate.
- Policy revisions requiring School Board approval will first be presented to the superintendent or designee for review and approval to be placed on the Board Agenda for formal approval by the Board of Trustees.

Requirement 7: Describe the LEA's readiness to implement and support this program beginning in October 2009. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

The TR₃I-Tech grant collaborative including Edgewood ISD, La Vernia ISD, Holy Cross of San Antonio, St. John Berchmans School and St. John Bosco School are ready to implement and support this program beginning in October 2009. All involved campuses have a full time technology teacher or librarian technologist on staff that can assist with any basic hardware or software problems that may arise. Both consortium LEAs have fully staffed technology departments that can troubleshoot and resolve any major issues that may arise.

Additional evidence that the consortium is ready for immediate implementation upon award includes:

- All campuses in the consortium are responsible for completing Teacher and Campus STaR Charts each year. The LEAs and campuses use the Texas STaR Chart data to monitor progress in technology integration and implementation.
- The quality of this grant application and the attention to detail provide evidence that the proposed T3 TR₃I-Tech Grant project has been carefully designed by all consortium members in full collaboration to address all major needs identified by member's Teacher and Campus STaR Charts.
- The district and/or campus technology plan is approved by the appropriate authority as required by E-rate funding regulations and is carefully crafted and regularly updated to address the needs of the campuses and districts based on STaR Chart feedback.
- Information contained throughout the grant narrative provides evidence that this project is closely coordinated with, and fully supported by, the technology plans of both partner LEAs and all three of the private schools in Edgewood.
- The TR₃I-Tech Grant implementation timeline demonstrates that the consortium has planned thoroughly for implementation of all components for both years of the two year grant implementation period, and implementation will begin immediately upon award in October 2009.
- The TR₃I-Tech Grant implementation timeline includes all the supplemental support required throughout the two year period of the grant.
- The commitment of all collaborative partners and the proven track record of successful collaboration through previously awarded Edgewood ISD Collaborative TIE-3, TIE-4 and TARGET-2 competitive grants (which included all current partner campuses and LEAs as members) indicates that the proposed T3 TR₃I-Tech Grant project will succeed.

This project has been crafted to accelerate implementation of district and campus technology plans, and will be implemented immediately upon award in October 2009. Our consortium pairs LEAs from San Antonio and La Vernia, employs higher-education partners from Beaumont and Arlington, employs the Region 20 Education Service Center for major on-site, in-classroom pedagogical support, and procures netbooks, wireless networking devices, software and storage carts from multiple vendors in various American cities. Given the breadth of this grant, the Stimulus funds will benefit the economies and populations of at least four Texas cities and countless other communities across the country, both creating and maintaining jobs.

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009 Schedule #4C—Performance Assessment and Evaluation</p>		
<p>Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format and manner TEA requests (Responses limited to the space provided, font size no smaller than 9 pt, Arial or Verdana)</p>		
<p>Ongoing Monitoring/Continuous Improvement</p>		
<p>The applicant agrees to collect data and report on the mandatory performance measures as detailed in Part 2: Performance Targets. The external evaluator, the Intercultural Development Research Association (IDRA) will utilize a comprehensive evaluation framework which emphasizes ongoing assessment, continuous improvement, and accountability. IDRA will collect, analyze and report qualitative and quantitative evaluation data focusing on the following: (1) the extent to which the activities of the project were implemented as planned; (2) the effectiveness of the activities in achieving the goals and objectives of the project; (3) the extent of utilization of planned technology resources, approaches and strategies; (4) the impact or effects of the grant on teachers and teaching quality; (5) the impact or effects of the grant on students and their learning and academic performance; and (6) the impact or effects of the grant on the campus as a whole. In the implementation of the evaluation, the TR₃I-Tech grant consortium and IDRA will comply with any evaluation requirements that may be established by the Texas Education Agency (TEA), and will submit the required progress and evaluation reports in the format requested by TEA. In order to effectively monitor program services and in order to identify areas needing expansion and/or modification, information about the degree and quality of program implementation will be gathered and reported to project management and the funding source. For the purposes of replication and sustainability, the evaluation will document and examine the structural and core features of the project – types of activities; duration of activities; opportunities for collaboration and collective participation; level of implementation and involvement; opportunities for active learning; changes in knowledge, skills, attitudes and behaviors; strengths and weakness of the project design, implementation and evaluation; and recommendations made for program improvement.</p>		
<p>Qualitative and Quantitative Data Collection Methods</p>		
<p>Using multi-method and technology-enhanced evaluation strategies and procedures, the external evaluator will implement a comprehensive evaluation plan that produces objective and quantifiable data on program implementation and program impact. The methods of evaluation employed by the project will be thorough, feasible, and appropriate to the goals, objectives, and outcomes of the project. Qualitative and quantitative evaluation techniques and methods will include, but are not limited to: archival review of program documents and participant records; classroom observations; beginning, mid-point, and end-of-project surveys/questionnaires of students, pre-post surveys/questionnaires of teachers and administrators; individual and/or focus group interviews with participating teachers and administrators; training evaluation forms; pre-post achievement data from district benchmark tests; pre-post achievement data from state-mandated Texas Assessment of Knowledge and Skills (TAKS) tests; and growth as demonstrated on the Texas Campus STaR Chart. The 2009-2011 6th – 8th grade mathematics classes will be followed at all consortium middle schools during the study, as will the dual-credit student cohorts in the consortium high schools. Project and campus level data will include: number and percent of students in grades 6-8 who utilized a wireless mobile computing device through the grant; number and percent of students who participated in dual-credit courses; number and percent of teachers who participated in professional development on Digital-Native, Digital Immigrant teaching strategies; number and percent of principals and administrators who participated in ITL leadership training; number and percent of staff who receive an online masters degree; number and percent of students who mastered TA-TEKS in the applicable grade levels; subject area tests; and number and percent of students who passed TAKS subject area tests or comparable tests in the private schools.</p>		
<p>Formative Evaluation</p>		
<p>Formative evaluation feedback (whether formally or informally) will be provided to project management periodically throughout the grant period. Program implementation and impact (outcome) data will be tabulated, analyzed and summarized in a summative evaluation report that will be submitted to the project management and the Texas Education Agency. Formative and summative evaluation findings will be used by project management to make adjustments, as needed, and to conduct a continuous assessment of program progress. The formative evaluation will examine processes rather than the products, while the summative evaluation will assess program outcomes or impacts. Project management and the external evaluator will select and/or develop the evaluation approaches and instruments necessary to conduct the evaluation. Where appropriate, available instruments for assessing student academic performance and progress will be used including such state-mandated measures, and available instruments for assessing growth at the teacher, campus and administrator level, including Texas Teacher and Campus STaR Charts will be used. In addition to the selection or development of assessment measures, the external evaluator will develop perception surveys (in questionnaire and/or interview formats) to be administered to district and school personnel, and, where appropriate, students and parents. The perception surveys (depending on the respondent group) will assess attitudes toward the project, the technical assistance strategies and techniques, the performance levels of students, the staff development program, the support systems established, etc. Observations and visits to classrooms of participating teachers will also be conducted by project management and the external evaluator using an observation checklist.</p>		

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009 Schedule # 4C—Performance Assessment and Evaluation					
Part 2: Performance Targets					
#	Performance Measure	Assessment Instrument/ Tool	Current/Most Recent Year Performance		Next Grant Year Target/Goal % or #
			Projected % or #	Actual % or #	
1	Percentage of students whose use of technology in the classroom was increased as a result of grant funds	Teacher STaR Chart completed cooperatively with administrator		DNA	90%
2	Number of campuses performing at the Target Tech level in Teaching and Learning	Campus STaR Chart		0	8 out of 10
3	Number of campuses performing at the Target Tech level in Educator Preparation and Development	Campus STaR Chart		0	8 out of 10
4	Number of campuses performing at the Target Tech level in Leadership, Administration, and Instructional Support	Campus STaR Chart		0	8 out of 10
5	Number of campuses performing at the Target Tech level in Infrastructure for Technology	Campus STaR Chart		0	8 out of 10
6	Number of campuses that improved their STaR Chart levels as a result of grant funding	Campus STaR Chart		DNA	9 out of 10
7	Number of district technology personnel, including both technical and pedagogical support (new staff or positions that could have been saved due to ARRA funds)	District Human Resources and growth plan		22	22
8	Percentage of students who have mastered grade-appropriate technical application TEKS (STaR Chart TL5)	Teacher assessments and/or district benchmarks		23% - 52%	90%
9	Improved student performance as measured by grade-appropriate assessment (e.g., TPRI, TAKS, etc.)	TAKS in EISD/LVISD, Iowa or Stanford Achievement Test in Private Schools		DNA	85%
10					
11					
12					
13					

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p> <p>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</p>				
<p>No Barriers</p>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Barrier: Gender-Specific Bias</p>				
#	Strategies for Gender-specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Barrier: Cultural, Linguistic, or Economic Diversity</p>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<p>Barrier: Cultural, Linguistic, or Economic Diversity (cont.)</p>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Barrier: Gang-Related Activities</p>				
#	Strategies for Gang-related Activities	Students	Teachers	Others
C01	Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Barrier: Drug-Related Activities</p>				
#	Strategies for Drug-related Activities	Students	Teachers	Others
D01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<p>Barrier: Drug-Related Activities (cont.)</p>				
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Barrier: Visual Impairments</p>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide Program materials/information in Braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Barrier: Hearing Impairments</p>				
#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Barrier: Learning Disabilities</p>				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Barrier: Other Physical Disabilities or Constraints</p>				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<p>Barrier: Absenteeism/Truancy</p>				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Barrier: High Mobility Rates</p>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Barrier: Lack of Support from Parents</p>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p> <p>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</p>				
<p>Barrier: Shortage of Qualified Personnel</p>				
<p>#</p>	<p>Strategies for Shortage of qualified Personnel</p>	<p>Students</p>	<p>Teachers</p>	<p>Others</p>
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Barrier: Lack of Knowledge Regarding Program Benefits</p>				
<p>#</p>	<p>Strategies for Lack of Knowledge regarding Program Benefits</p>	<p>Students</p>	<p>Teachers</p>	<p>Others</p>
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Barrier: Lack of Transportation to Program Activities</p>				
<p>#</p>	<p>Strategies for Lack of Transportation to Program Activities</p>	<p>Students</p>	<p>Teachers</p>	<p>Others</p>
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Barrier: Other Barrier</p>				
<p>#</p>	<p>Strategies for Other Barrier</p>	<p>Students</p>	<p>Teachers</p>	<p>Others</p>
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other Strategy:			

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009 Schedule # 4E—Private Nonprofit School Participation</p>		
<p>This form is <u>not</u> required for open-enrollment charter schools.</p>		
<p>Part 1: Private Nonprofit School Contacts</p>		
<p>Initial Contact (Part 1 is required whether or not any private nonprofit schools are participating)</p>		
<p>Total Schools within Boundary (Please enter "0" if there are none within the boundary)</p>	<p>3</p>	<p>Total Eligible Students (Please enter "0" if there are none within the boundary)</p>
<p><input type="checkbox"/> Data Not Available</p>		<p>1089</p> <p><input type="checkbox"/> Data Not Available</p>
<p>Initial Phase Contact Methods (this section required if any private nonprofit schools within boundaries)</p>		
<p><input type="checkbox"/> Certified Letters <input checked="" type="checkbox"/> Documented Phone Calls <input checked="" type="checkbox"/> Meetings</p>		
<p><input type="checkbox"/> Fax Documents <input checked="" type="checkbox"/> e-Mail Communications <input type="checkbox"/> Other Method:</p>		
<p>Total Participants</p>		
<p>Total Schools: 3</p>	<p>Total Students: 370</p>	<p>Total Teachers: 9</p>
<p><input type="checkbox"/> No Schools Participating</p>	<p><input type="checkbox"/> No Students Participating</p>	<p><input type="checkbox"/> No Teachers Participating</p>
<p>Part 2: Consultation and Services (Part 2 is only required if private nonprofit schools are participating)</p>		
<p>Participant Consultation</p>		
<p>Development and Design Phase Consultation Methods</p>		
<p><input type="checkbox"/> Certified Letters <input checked="" type="checkbox"/> Documented Phone Calls <input checked="" type="checkbox"/> Meetings</p>		
<p><input type="checkbox"/> Fax Documents <input checked="" type="checkbox"/> e-Mail Communications <input type="checkbox"/> Other Method:</p>		
<p>Requirements Considered (P.L. 107-110, Section 9501 (c))</p>		
<p><input checked="" type="checkbox"/> How children's needs will be identified</p>		
<p><input checked="" type="checkbox"/> What services will be offered</p>		
<p><input checked="" type="checkbox"/> How, where, and by whom the services will be provided</p>		
<p><input checked="" type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services</p>		
<p><input checked="" type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services</p>		
<p><input checked="" type="checkbox"/> The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families and participating school attendance areas who attend private nonprofit schools</p>		
<p><input checked="" type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration & analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers</p>		
<p><input checked="" type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to such officials an analysis of the reasons why the organization has chosen not to use a contractor</p>		
<p><input type="checkbox"/> Other:</p>		
<p>Services and Benefits Delivery</p>		
<p>Designated Places/Sites</p>		
<p><input type="checkbox"/> Public School</p>	<p><input checked="" type="checkbox"/> Private Nonprofit School</p>	<p><input type="checkbox"/> Neutral Site</p>
<p><input type="checkbox"/> Other Place:</p>		
<p>Designated Times</p>		
<p><input checked="" type="checkbox"/> Regular School Day</p>	<p><input checked="" type="checkbox"/> Before School Day</p>	<p><input checked="" type="checkbox"/> After School Day</p>
<p><input type="checkbox"/> Other Time:</p>		

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009

Schedule # 4E—Private Nonprofit School Participation

Part 3: Selection Criteria/Activity Timeline (Part 3 is only required if private nonprofit schools are participating)

#	Private Nonprofit School Name # Students and Teachers		Selection Criteria	Major Activities	Begin Date End Date
1	Holy Cross of San Antonio		Substantial Need Campus based on STaR Chart data and on Insufficient Title II pt. D formula funds	Same as LEA campuses except no Masters Online (private schools cannot receive scholarships)	Oct-09
	Students:150	Teachers:2			Aug-11
2	St. John Berchmans School		Substantial Need Campus based on STaR Chart data and on Insufficient Title II pt. D formula funds	Same as LEA campuses except no Masters Online (private schools cannot receive scholarships) and no Dual Credit as campus is K-8	Oct-09
	Students:110	Teachers:2			Aug-11
3	St. John Bosco School		Substantial Need Campus based on STaR Chart data and on Insufficient Title II pt. D formula funds	Same as LEA campuses except no Masters Online (private schools cannot receive scholarships) and no Dual Credit as campus is K-8	Oct-09
	Students:110	Teachers:5			Aug-11
4					
	Students:	Teachers:			
5					
	Students:	Teachers:			
6					
	Students:	Teachers:			
7					
	Students:	Teachers:			
8					
	Students:	Teachers:			
9					
	Students:	Teachers:			
10					
	Students:	Teachers:			
11					
	Students:	Teachers:			
12					
	Students:	Teachers:			

<p>For TEA Use Only</p> <p>Adjustments and/or annotations made on this have been confirmed with _____</p> <p>by telephone/FAX on _____ of TEA.</p>	<p>TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p>School Years 2009-2010 and 2010-2011</p>	<p style="text-align: right;">015-905 _____ County District No.</p> <p style="text-align: right;">_____ Amendment No</p>
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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009 Schedule # 4E—Private Nonprofit School Participation

Part 3: Selection Criteria/Activity Timeline (Part 3 is only required if private nonprofit schools are participating)
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#	Private Nonprofit School Name # Students and Teachers	Selection Criteria	Major Activities	Begin Date End Date
13				
	Students: Teachers:			
14				
	Students: Teachers:			
15				
	Students: Teachers:			
16				
	Students: Teachers:			
17				
	Students: Teachers:			
18				
	Students: Teachers:			
19				
	Students: Teachers:			
20				
	Students: Teachers:			
21				
	Students: Teachers:			
22				
	Students: Teachers:			
23				
	Students: Teachers:			
24				
	Students: Teachers:			

For TEA Use Only Adjustments and/or annotations made on this have been confirmed with _____ by telephone/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2009-2010 and 2010-2011	County District No. _____ Amendment No. _____			
Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009 Schedule #5—Program Budget Summary					
Program Authority: Public Law 107-110, CFDA# 84.386, NCLB of 2001 Title II, Part D, Subpart 1, Enhancing Education Through Technology and American Recovery and Reinvestment Act (ARRA) of 2009, Title VIII		Fund Code/Shared Services Arrangement Code 279/361			
Project Period: October 1, 2009, through September 30, 2011					
Class/Object Code and Description	Program Cost	Admin Cost	Professional Development	Total Budget	
Payroll Costs	5B 6100 \$	\$	\$	\$	
Professional and Contracted Services	5C 6200 \$208,585	\$13,841	\$250,400	\$472,826	
Supplies and Materials	5D 6300 \$509,190	\$15,276		\$524,466	
Other Operating Costs	5E 6400 \$2,378			\$2,378	
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/1 5XX				
Total Direct Costs		\$720,153	\$29,117	\$250,400	\$999,670
% Indirect Costs					
Grand Total					
Total Budgeted Costs:		\$ 720,153	\$ 29,117	\$ 250,400	\$ 999,670
Shared Services Arrangement					
6493	Payments to Member Districts of Shared Services Arrangements	\$ 111,360	\$	\$ 11,400	\$122,760
Administrative Cost Calculation					
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				\$999,670	
Multiply by .03 (3% limit)				X .03	
Enter Maximum Allowable for Administration, including Direct and Indirect Costs				\$29,990	

(15XX is for use by open enrollment charter schools only)

Applicants must use a minimum of 25% of grant funds for professional development

<p>For TEA Use Only Adjustments and/or annotations made on this have been confirmed with _____ by telephone/FAX on _____ by _____ of TEA.</p>	<p>TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p>School Years 2009-2010 and 2010-2011</p>	<p><u>015-905</u> County District No. _____ Amendment No. _____</p>				
<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p> <p>Schedule #5B—Payroll Costs (6100)</p>						
Budgeted Costs						
Employee Position Titles	Justification	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 15%;">#Full-Time Effort</th> <th style="width: 15%;">#Part-Time Effort</th> <th style="width: 15%;">Amount Budgeted</th> <th style="width: 15%;">Match</th> </tr> </table>	#Full-Time Effort	#Part-Time Effort	Amount Budgeted	Match
#Full-Time Effort	#Part-Time Effort	Amount Budgeted	Match			
Academic						
1 Teacher			\$			
2 Educational Aide						
3 Tutor						
Program Management and Administration						
4 Project Director						
5 Project Coordinator						
6 Teacher Facilitator						
7 Teacher Supervisor						
8 Secretary/Administrative Assistant						
9 Data Entry Clerk						
10 Grant Accountant/Bookkeeper						
11 Evaluator/Evaluation Specialist						
Auxiliary						
12 Counselor						
13 Social Worker						
14 Child Care Provider						
15 Community Liaison/Parent Coordinator						
16 Bus Driver						
17 Cafeteria Staff						
18 Librarian						
19 School Nurse						
Education Service Center (when the ESC is the applicant)						
20 ESC Specialist/Consultant						
21 ESC Coordinator/Manager/Supervisor						
Other Employee Positions						
22 Title:						
23 Title:						
24 Title:						
25 Title:						
26	Subtotal Employee Costs		\$			
Substitute, Extra-Duty, Benefits						
27 6112	Substitute Pay		\$			
28 6119	Professional Staff Extra-Duty Pay					
29 6121	Support Staff Extra-Duty Pay					
30 6140	Employee Benefits					
31 61XX	Tuition Remission (Allowable only for IHEs)					
31	Subtotal Substitute, Extra-Duty, Benefits Costs		\$			
32	Grand Total Payroll Budget (line 26 + line 31)		\$			

<p align="center">For TEA Use Only</p> <p>Adjustments and/or annotations made on this have been confirmed with _____</p> <p>by telephone/FAX on _____ by _____ of TEA.</p>	<p>TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p>School Years 2009-2010 and 2010-2011</p>	<p align="right"><u>015-905</u> County District No.</p> <p align="right">_____ Amendment No</p>			
<p align="center">Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p> <p align="center">Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval</p>					
Expense Item Description		Amount Budgeted	Match		
6212	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose: _____	\$	\$		
6269	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation: _____				
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofits) Specify purpose: _____				
6299	Scholarships and Fellowships (not allowed for nonprofit organizations) Specify purpose: Masters on Line 6 for Campus/District Technology Leaders in EISD & LVISD	\$38,700			
Subtotal		\$38,700			
6200 – Professional and Contracted Services Cost Requiring Specific Approval					
Professional and Consulting Services (6219/6239) or Subgrants (6290) Less than \$10,000					
#	Topic/Purpose/Service	Subgrant	Payment Amount	Amount Budgeted	Match
1.		<input type="checkbox"/>	\$	\$	\$
2.		<input type="checkbox"/>			
3.		<input type="checkbox"/>			
4.		<input type="checkbox"/>			
5.		<input type="checkbox"/>			
6.		<input type="checkbox"/>			
7.		<input type="checkbox"/>			
8.		<input type="checkbox"/>			
9.		<input type="checkbox"/>			
10.		<input type="checkbox"/>			
11.		<input type="checkbox"/>			
12.		<input type="checkbox"/>	\$	\$	\$
Subtotal					
Professional and Consulting Services or Subgrants Less than \$10,000			\$		\$
Professional and Consulting Services (6219/6239) or Subgrants (6290) Greater than or Equal to \$10,000					
1. Topic/Purpose/Service <input type="checkbox"/> Subgrant ESC20 pedagogical support in math teachers classroom using wireless notebooks and the curriculum.					
Class/Object Code and Description		# Positions	Payment Amount	Amount Budgeted	Match
6100	Payroll Costs Title: _____		\$	\$	\$
6200- 6239	Professional and Contracted Services 268 days @\$650/day			\$174,200	
6300	Supplies and Materials				
6400	Other Operating Costs				
6600	Capital Outlay (Subgrants Only)				
IDC	Indirect Cost (_____%)				
Total Payment:			\$	\$ 174,200	\$

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Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009

Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)

Professional and Consulting Services (6219) or Subgrants (6290) Greater than or Equal to \$10,000 (cont.)

2. Topic/Purpose/Service ☐ Subgrant

Grant Evaluator IDRA

Class/Object Code and Description	# Positions	Payment Amount	Amount Budgeted	Match
6100 Payroll Costs				
Title: _____		\$	\$	\$
6200 Professional and Contracted Services Evaluator 2 years			\$77,644	
6300 Supplies and Materials				
6400 Other Operating Costs				
6600 Capital Outlay (Subgrants Only)				
IDC Indirect Cost (____%)				
Total Payment:		\$	\$ 77,644	\$

3. Topic/Purpose/Service ☐ Subgrant

Project Director Dennis P. Doose

Class/Object Code and Description	# Positions	Payment Amount	Amount Budgeted	Match
6100 Payroll Costs				
Title: _____		\$	\$	\$
6200 Professional and Contracted Services Project Director 2 years			\$40,000	
6300 Supplies and Materials				
6400 Other Operating Costs				
6600 Capital Outlay (Subgrants Only)				
IDC Indirect Cost (____%)				
Total Payment:		\$	\$ 40,000	\$

4. Topic/Purpose/Service ☐ Subgrant

Arterbury & Abernathy providing ITL (Instructional Technology Leadership training for principals and administrators.

Class/Object Code and Description	# Positions	Payment Amount	Amount Budgeted	Match
6100 Payroll Costs				
Title: _____		\$	\$	\$
6200 Professional and Contracted Services 15 days @\$2,500/day			\$37,500	
6300 Supplies and Materials				
6400 Other Operating Costs				
6600 Capital Outlay (Subgrants Only)				
IDC Indirect Cost (____%)				
Total Payment:		\$	\$ 37,500	\$

5. Topic/Purpose/Service ☐ Subgrant

Installation of wireless network in 5 schools for effective notebook operation

Class/Object Code and Description	# Positions	Payment Amount	Amount Budgeted	Match
6100 Payroll Costs				
Title: _____		\$	\$	\$
6200 Professional and Contracted Services			\$70,001	
6300 Supplies and Materials				
6400 Other Operating Costs				
6600 Capital Outlay (Subgrants Only)				
IDC Indirect Cost (____%)				
Total Payment:		\$	\$ 70,001	\$

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<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p>				
<p>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</p>				
<p>Professional and Consulting Services (6219) or Subgrants (6290) Greater than or Equal to \$10,000 (cont.)</p>				
<p>6. Topic/Purpose/Service <input type="checkbox"/> Subgrant</p>				
Class/Object Code and Description	# Positions	Payment Amount	Amount Budgeted	Match
6100 Payroll Costs		\$	\$	\$
Title: _____				
6200 Professional and Contracted Services				
6300 Supplies and Materials				
6400 Other Operating Costs				
6600 Capital Outlay (Subgrants Only)				
IDC Indirect Cost (____%)				
Total Payment:		\$	\$	\$
7. Topic/Purpose/Service <input type="checkbox"/> Subgrant				
Class/Object Code and Description				
6100 Payroll Costs		\$	\$	\$
Title: _____				
6200 Professional and Contracted Services				
6300 Supplies and Materials				
6400 Other Operating Costs				
6600 Capital Outlay (Subgrants Only)				
IDC Indirect Cost (____%)				
Total Payment:		\$	\$	\$
8. Topic/Purpose/Service <input type="checkbox"/> Subgrant				
Class/Object Code and Description				
6100 Payroll Costs		\$	\$	\$
Title: _____				
6200 Professional and Contracted Services				
6300 Supplies and Materials				
6400 Other Operating Costs				
6600 Capital Outlay (Subgrants Only)				
IDC Indirect Cost (____%)				
Total Payment:		\$	\$	\$

<p>For TEA Use Only Adjustments and/or annotations made on this have been confirmed with _____ by telephone/FAX on _____ by _____ of TEA.</p>	<p>TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p>School Years 2009-2010 and 2010-2011</p>	<p><u>015-905</u> County District No.</p> <p>_____ Amendment No.</p>		
<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009</p>				
<p>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</p>				
<p>Professional and Consulting Services (6219) or Subgrants (6290) Greater than or Equal to \$10,000 (cont.)</p>				
<p>9. Topic/Purpose/Service <input type="checkbox"/> Subgrant</p>				
Class/Object Code and Description	# Positions	Payment Amount	Amount Budgeted	Match
6100	Payroll Costs	\$	\$	\$
	Title: _____			
6200	Professional and Contracted Services			
6300	Supplies and Materials			
6400	Other Operating Costs			
6600	Capital Outlay (Subgrants Only)			
IDC	Indirect Cost (____%)			
Total Payment:		\$	\$	\$
<p>10. Topic/Purpose/Service <input type="checkbox"/> Subgrant</p>				
Class/Object Code and Description	# Positions	Payment Amount	Amount Budgeted	Match
6100	Payroll Costs	\$	\$	\$
	Title: _____			
6200	Professional and Contracted Services			
6300	Supplies and Materials			
6400	Other Operating Costs			
6600	Capital Outlay (Subgrants Only)			
IDC	Indirect Cost (____%)			
Total Payment:		\$	\$	\$
Subtotal				
Professional and Consulting Services Greater Than or Equal to \$10,000:			Amount Budgeted	Match
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:			\$38,700	
Subtotal of Professional and Consulting Services or Subgrants Less Than \$10,000:				
Subtotal of Professional and Consulting Services Greater Than or Equal to \$10,000:			\$399,345	
Remaining 6200- Professional and Contracted Services that do not require specific approval:			\$20,940	
Grand Total:			\$458,985	\$

<p>For TEA Use Only</p> <p>Adjustments and/or annotations made on this have been confirmed with</p> <p>by telephone/FAX on _____ by _____ of TEA.</p>	<p>TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p>School Years 2009-2010 and 2010-2011</p>	<p><u>015-905</u> County District No.</p> <p>_____ Amendment No</p>				
<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009 Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval</p>						
<p>Expense Item Description</p>		<p>Amount Budgeted</p>	<p>Match</p>			
6399	Technology Hardware- Not Capitalized		<p>\$ 361,500 \$49,200 \$ 4,500 \$69,890</p>	<p>\$</p>		
	#	Type			Purpose	Quantity
	1	Wireless Notebooks			Anytime anywhere online access for math classrooms	1,205
	2	Notebook Carts			Classroom storage/charger for notebooks	32
	3	Textbooks			for use in dual credit courses	60
	4	Office Licenses			Necessary for each notebook operation	1,205
5						
6399	Technology Software- Not Capitalized –Productivity Software @\$20/cpu		<p>24,100</p>			
6399	Supplies and Materials Associated with Advisory Council or Committee					
<p>Total Supplies and Materials Requiring Specific Approval:</p>			<p>\$509,190</p>			
<p>Remaining 6300- Supplies and Materials that do not require specific approval:</p>						
<p>Grand Total</p>			<p>\$ 509,190</p>	<p>\$</p>		

For TEA Use Only Adjustments and/or annotations made on this have been confirmed with _____ by telephone/FAX on _____ by _____ of TEA.		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2009-2010 and 2010-2011		015-905 County District No. _____ Amendment No. _____	
Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009					
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Amount Budgeted	Match
6410	Program Specific	In-state travel for grant leaders (a minimum of two people) to attend two Target Tech in Texas Collaborative Grant Leadership Conferences, i.e., in school year 2009-2010 and 2010-2011		\$2,378	
	Specify purpose:	Annual T3 Grant Conference in Austin 3 people six days			
6411	Out of State Travel for Employees (includes registration fees)			\$	\$
	Specify purpose:				
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit organizations)				
	Specify purpose:				
6413	Stipends for Non-Employees (specific approval required only for nonprofit organizations)				
	Specify purpose:				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit organizations)				
	Specify purpose:				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)				
	Specify purpose:				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)				
	Specify name and purpose of organization:				
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofits organizations)				
64XX	Program Specific	(Refer to Part 2: Program Guidelines for specific line item)			
	Specify purpose:				
Total 64XX- Operating Costs Requiring specific approval:				\$2,378	
Remaining 6400 – Other Operating Costs that do not require specific approval:					
Grand Total				\$ 2,378	\$

<p>For TEA Use Only Adjustments and/or annotations made on this have been confirmed with _____</p> <p>by telephone/FAX on _____ by _____ of TEA.</p>	<p>TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p>School Years 2009-2010 and 2010-2011</p>	<p>015-905 County District No. _____</p> <p>Amendment No. _____</p>			
<p>Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009 Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)</p>					
	Description/Purpose	Unit Cost	Quantity	Amount Budgeted	Match
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment, Furniture, or Vehicles					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					

SCHEDULE #6A— GENERAL PROVISIONS & ASSURANCES	<p style="text-align: center;">TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p style="text-align: center;">School Years 2009-2010 and 2010-2011</p>	County-District No. 015-905
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Statement of provisions and assurances for the program(s) in this application:

- A. Terms defined:** As used in these Provisions and Assurances,
- Contract means the entire document, and all of TEA's attachments, appendices, schedules (including but not limited to the General Provisions and the Special Provisions), amendments and extensions of or to the Standard Contract;
- Agency or TEA means the Texas Education Agency;
- Contractor means the party or parties to this contract other than Agency; including its or their officers, directors, employees, agents, representatives, consultants and subcontractors, and subcontractors' officers, directors, employees, agents, representatives and consultants;
- Project Administrator means the person representing Agency or Contractor, as indicated by the contract, for the purposes of administering the contract project;
- Contract Project means the purpose intended to be achieved through the contract of which these Provisions and Assurances are a part;
- Applicant means the same as Contractor;
- SAS means the Standard Application System of which the application document is a part;
- "Application" means the entire package submitted by the Applicant including the schedules contained in the application and so indicated on the General Information page of the application package;
- Amendment means an application that is revised in budget categories and/or in program activities. It includes both the original application and any subsequent amendments; or extensions thereto;
- Works means all tangible or intangible material, products, ideas, documents or works of authorship prepared or created by Contractor for or on behalf of TEA at any time after the beginning date of the Contract (Works includes but is not limited to computer software, data, information, images, illustrations, designs, graphics, drawings, educational materials, assessment forms, testing materials, logos, trademarks, patentable materials, etc.); and,
- Intellectual Property Rights means the worldwide intangible legal rights or interests evidenced by or embodied in: (a) any idea, design, concept, method, process, technique, apparatus, invention, discovery, or improvement, including any patents, trade secrets, and know-how; (b) any work of authorship, including any copyrights, moral rights or neighboring rights; (c) any trademark, service mark, trade dress, trade name, or other indicia of source or origin; (d) domain name registrations; and (e) any other similar rights. The Intellectual Property Rights of a party include all worldwide intangible legal rights or interests that the party may have acquired by assignment or license with the right to grant sublicenses.
- Grant means the same as Contract;
- Grantee means the same as Contractor;
- Grantor means the same as Agency; and
- DCC means the Document Control Center of Agency.
- B. Contingency:** This contract is executed by Agency subject to the availability of funds appropriated by legislative act for the purposes stated. All amendments and/or extensions or subsequent contracts entered into for the same or continued purposes are executed contingent upon the availability of appropriated funds. Notwithstanding any other provision in this contract or any other document, this contract is void upon appropriated funds becoming unavailable. In addition, this contract may be terminated by Agency at any time for any reason upon notice to Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency. This contract may be extended or otherwise amended only by formal written amendment properly executed by both Agency and Contractor. No other agreement, written or oral, purporting to alter or amend this contract shall be valid.
- C. Contractor's Application:** Furnished to Agency in response to a request for application, is incorporated in this contract by reference for all necessary purposes. It is specifically provided, however, that the provisions of this contract shall prevail in all cases of conflict arising from the terms of Contractor's application whether such application is a written part of this contract or is attached as a separate document.
- D. Requirements, Terms, Conditions, and Assurances:** Which are stated in the Request for Application, in response to which Applicant is submitting this application, are incorporated herein by reference for all purposes although the current General Provisions shall prevail in the event of conflict. The instructions to the Standard Application System are incorporated herein by reference.

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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations:**
For Discretionary Programs: All encumbrances shall occur on or between the beginning and ending dates of the contract. All goods must be received and services rendered and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere.
For Formula Programs: All encumbrances shall occur on or between the beginning and ending dates of the contract. Contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract not later than 30 days after the end of the contract (or as specified in a program regulation, the standard application system rules, or a request for application) to coincide with the submission of the final expenditure report, due 45 days after the end of the contract. "Obligations" mean the amounts of orders placed, contracts and subgrants awarded, goods and services received, and similar transactions during a given period that will require payment by the contractor during the same or a future period. Obligations representing orders

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placed are reflected in the accounting records as encumbrances. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere.

- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. The final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.

Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.

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- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

For School Districts and Nonprofit Organizations: The foregoing Intellectual Property Ownership provisions apply to any school districts, nonprofit organizations, and their employees, agents, representatives, consultants and subcontractors. If a school district or nonprofit organization or any of its subcontractor(s) wish to obtain a license agreement to use, advertise, offer for sale, sell, distribute, publicly display, publicly perform or reproduce the Works, or make derivative works from the Works, then express written permission must first be obtained from the TEA Copyright Office.

For Education Service Centers (ESCs): The foregoing Intellectual Property Ownership provisions apply to an Education Service Center (ESC) and its employees, agents, representatives, consultants, and subcontractors. If an ESC or any of its subcontractor(s) wish to obtain a license agreement to use, advertise, offer for sale, sell, distribute, publicly display, publicly perform or reproduce the Works, or make derivative works from the Works, then express written permission must first be obtained from the TEA Copyright Office.

For Colleges and Universities: The foregoing Intellectual Property Ownership provisions apply to any colleges and universities and their employees, agents, representatives, consultants, and subcontractors; provided, that for all Works and derivative works created or conceived by colleges or universities under the Contract, they are granted a non-exclusive, non-transferable, royalty-free license to use the Works for their own academic and educational purposes only. The license for academic and educational purposes specifically excludes advertising, offering for sale, selling, distributing, publicly displaying, publicly performing, or reproducing the Works, or making derivative works from the Works that are created or conceived under this Contract and colleges and universities and their employees, agents, representatives, consultants, and subcontractors are prohibited from engaging in these uses and activities with regard to the Works unless the prior express written permission of the TEA Copyright Office is obtained.

- S. Unfair Business Practices: Unfair Business Practices:** By signing this Contract, Contractor, if other than a state agency, certifies that Contractor, within the preceding 12 months, has not been found guilty, in a judicial or state agency administrative proceeding, of unfair business practices. Contractor, if other than a state agency, also certifies that no officer of its company has, within the preceding 12 months, served as an officer in another company which has been found, in a judicial or state agency administrative proceeding, to be guilty of unfair business practices.

Contractor, whether a state agency or not a state agency, certifies that no funds provided under this Contract shall be used to purchase supplies, equipment, or services from any companies found to be guilty of unfair business practices within 12 months from the determination of guilt.

- T. Subcontracting:** Contractor shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this application, without prior formal written amendment to this contract properly executed by both Agency and Contractor.

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- U. Use of Consultants:** Notwithstanding any other provision of this application, Applicant shall not use or pay any consultant in the conduct of this application if the services to be rendered by any such consultant can be provided by Applicant's employees.
- V. Capital Outlay:** If Contractor purchases capital outlay (furniture and/or equipment) to accomplish the objective(s) of the project, title will remain with Contractor for the period of the contract. Agency reserves the right to transfer capital outlay items for contract noncompliance during the contract period or as needed after the ending date of the contract. This provision applies to any and all furniture and/or equipment regardless of unit price and how the item is classified in Contractor's accounting record.
- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA: Grantees which are public school districts and open enrollment charter schools** agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A nonprofit organization or university/college grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.

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BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs: Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:

1. **Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
2. **Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
3. **Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
4. **Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;
5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act:** Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.

CC. Federal Regulations Applicable to All Federal Programs:

1. **For Local Educational Agencies (LEAs):** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
2. **For Education Service Centers (ESCs):** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
3. **For Institutions of Higher Education (IHEs):** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 86, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-21 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);

SCHEDULE #6A— GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2009-2010 and 2010-2011	County-District No. 015-905
Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009		

4. **For Nonprofit Organizations:** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-122 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
5. **For State Agencies:** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 76, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements); and
6. **For Commercial (for-profit) Organizations:** 29 CFR 1630 and 48 CFR Part 31.

DD. General Education Provisions Act (GEPA), as Amended, Applicable to All Federal Programs Funded or Administered Through or By the U. S. Department of Education:

1. **Participation in Planning:** Applicant will provide reasonable opportunities for the participation by teachers, parents, and other interested parties, organizations, and individuals in the planning for and operation of each program described in this application (20 USC 1232(e)).
2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].

EE. Payment for Services: Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.

FF. Family Code Applicability: By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.

GG. Interpretation: In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.

SCHEDULE #6A— GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2009-2010 and 2010-2011	County-District No. <u>015-905</u>
Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009		

HH. Registered Lobbyists: No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.

II. Test Administration and Security: This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.

Rev. 08/06

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.

SCHEDULE #6B— Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<p align="center">TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p align="center">School Years 2009-2010 and 2010-2011 Required for all federal grants regardless of the dollar amount.</p>	County-District No. <u>015-905</u>
Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009		

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

"Covered Transaction"—A transaction under Federal nonprocurement programs, which can be either a primary covered transaction or a lower tier covered transaction.

"Lower Tier Covered Transaction"—(1) Any transaction between a participant and a person other than a procurement contract for goods or services, regardless of type, under a primary covered transaction; (2) Any procurement contract for goods or services between a participant and a person, regardless of type, expected to equal or exceed the Federal procurement small purchase threshold of \$25,000; (3) Any procurement contract for goods or services between a participant and a person under a covered transaction, regardless of amount.

"Participant"—Any person who submits a proposal for, enters into, or reasonably may be expected to enter into a covered transaction, including an agent or representative of another participant.

"Principal"—An officer, director, owner, partner, principal investigator, or other person within a participant with management or supervisory responsibilities related to a covered transaction; or a consultant or other person, whether or not employed by the participant or paid with Federal funds, who (1) is in a position to handle Federal funds; (2) is in a position to influence or control the use of those funds; or (3) occupies a technical or professional position capable of substantially influencing the development or outcome of an activity required to perform the covered transaction.

"Excluded Parties List System (EPLS)"—The list maintained and disseminated by the General Services Administration (GSA) containing names and other information about persons who are ineligible.

"Debarment"—Action taken by a debarring official (Federal agency) to exclude a person (recipient) from participating in covered transactions.

"Suspension"—An action taken that immediately prohibits a person from participating in covered transactions for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue.

"Ineligible" generally refers to a person who is either excluded or disqualified.

"Person"—Any individual, corporation, partnership, association, unit of government or legal entity, however organized, except: foreign governments or foreign governmental entities, public international organizations, foreign government owned (in whole or in part) or controlled entities, and entities consisting wholly or partially of foreign governments or foreign governmental entities.

"Proposal"—A solicited or unsolicited bid, application, request, invitation to consider or similar communication by or on behalf of a person seeking to participate or to receive a benefit, directly or indirectly, in or under a covered transaction.

"Voluntarily Excluded"—A status of nonparticipation or limited participation in covered transactions assumed by a person pursuant to the terms of a settlement.

1. By signing SAS Schedule #1 and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

SCHEDULE #6B—cont. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<p align="center">TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p align="center">School Years 2009-2010 and 2010-2011 Required for all federal grants regardless of the dollar amount.</p>	County-District No. <u>015-905</u>
Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009		

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by signature on SAS Schedule #1 and by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)
68 FR 66544, 66611, 66612, 66613, 66614, November 26, 2003

As amended by the Texas Education Agency (04/02)

The signing of Schedule #1--General Information by applicant indicates acceptance of all requirements described on this schedule.

SCHEDULE #6C— Lobbying Certification	<p align="center">TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p align="center">School Years 2009-2010 and 2010-2011 Required for all federally funded grants greater than \$100,000.</p>	County-District No. <u>015-905</u>
Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009		

Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

The applicant certifies by signature on Schedule #1—General Information, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form—LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. (See **Schedule #6D—Disclosure of Lobbying Activities.**)
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the U. S. Department of Education and the Texas Education Agency relied when they made or entered into this grant or contract. Any organization that fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Dept. of Education form #ED 80-0008
As amended by the Texas Education Agency

11/89
03/90

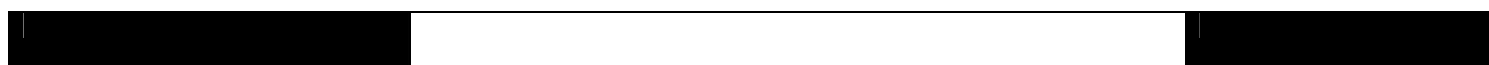
The signing of Schedule #1--General Information by applicant indicates acceptance of all requirements described on this schedule.

SCHEDULE #6D— Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System (SAS)	County-District No. 015-905
	School Years 2009-2010 and 2010-2011 (To Be Completed and Submitted Only if The Applicant has Lobbying Activities to Disclose)	
Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009		

Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.
 Federal Program

Name _____

1. Type of Federal Action <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant		2. Status of Federal Action: <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award		3. Report Type: <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: year _____ quarter _____ date of last report _____	
4. Name and Address of Reporting Entity: <input type="checkbox"/> Subawardee Tier _____, if known: Congressional District, if known			5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District, if known: 10		
6. Federal Department/Agency:			7. Federal Program Name/Description: CFDA Number, if applicable: _____		
8. Federal Action Number, if known:			9. Award Amount, if known: \$		
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): (attach Continuation Sheet(s), if necessary)			10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI):		
[ITEMS 11-15 REMOVED]					
16. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.			Signature _____ Print Name _____ Title _____ Telephone No. _____ Date _____		
Federal Use Only:					Standard Form LLL



SCHEDULE #6E— NCLB ACT PROVISIONS & ASSURANCES	<p style="text-align: center;">TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p style="text-align: center;">School Years 2009-2010 and 2010-2011</p>	<p>County-District No. <u>015-905</u></p>
Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009		

The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

- A. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- B. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities.
- C. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer such funds and property to the extent required by the authorizing statutes.
- D. The applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
- E. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the Texas Education Agency, the Secretary of Education or other federal officials.
- F. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to such applicant under each such program.
- G. The applicant will submit such reports to the Texas Education Agency (which shall make the reports available to the Governor) and the Secretary of Education, as the Texas Education Agency and the Secretary of Education may require to enable the Texas Education Agency and the Secretary of Education to perform their duties under each such program.
- H. The applicant will maintain such records, provide such information, and afford access to the records as the Agency (after consultation with the Governor) or the Secretary may find necessary to carry out the Agency's or the Secretary's duties.
- I. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.
- J. **Gun-Free Schools Act:** The local education agency assures that it is in compliance with Section 37.007(e) of the Texas Education Code, which requires expulsion of a student who brings to school or possesses at school a firearm as defined by 18 U.S.C. Section 2891 [pursuant to the requirements in P. L. 107-110, Section 4141(d)(1)]. In addition, the local educational agency certifies that it has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school [P. L. 107-110, Section 4141(h)(1)].
- K. **Student Records Transfer:** The local educational agency shall ensure that a student's records and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable state law (P. L. 107-110, section 5208).
- L. **Consolidation of Administrative Funds:** A local educational agency, with the approval of TEA, may consolidate and use for the administration of one or more programs under the No Child Left Behind Act not more than the percentage, established in each program, of the total available for the local educational agency under those programs. A local educational agency that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year.

SCHEDULE #6E—cont. NCLB ACT PROVISIONS & ASSURANCES	<p style="text-align: center;">TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p style="text-align: center;">School Years 2009-2010 and 2010-2011</p>	County-District No. <u>015-905</u>
Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009		

Consolidated administrative funds shall be used for the administration of the programs covered and may be used for coordination of these programs with other federal and non-federal programs and for dissemination of information regarding model programs and practices.

- M. Privacy of Assessment Results:** Any results from an individual assessment referred to in the No Child Left Behind Act of a student that become part of the education records of the student shall have the protections provided in section 444 of the General Education Provisions Act [P. L. 107-110, section 9523 and the Family Educational Rights and Privacy Act (FERPA) of 1975, as amended].
- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the

SCHEDULE #6E—cont. NCLB ACT PROVISIONS & ASSURANCES	<p style="text-align: center;">TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p style="text-align: center;">School Years 2009-2010 and 2010-2011</p>	County-District No. <u>015-905</u>
Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009		

option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).

- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).
- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control**;
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;

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- (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
 - (E) **does not charge tuition;**
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
 - (H) **agrees to comply with the same Federal and State audit requirements** as so other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable** Federal, State, and local **health and safety requirements;**
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.
4. **Highly Qualified:**
- (A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that—
 - (i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and
 - (ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;
 - (B) when used with respect to—
 - (i) an elementary school teacher who is new to the profession, means that the teacher—
 - (I) holds at least a bachelor's degree; and
 - (II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or
 - (ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by—
 - (I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
 - (II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and

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- (C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and—
 - (i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or
 - (ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that—
 - (I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
 - (II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
 - (III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
 - (IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
 - (V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
 - (VI) is made available to the public upon request; and
 - (VII) may involve multiple, objective measures of teacher competency.

5. Parental Involvement: The participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
- (D) the carrying out of other activities, such as those described in section 1118 of P. L. 107-110.

6. Professional Development includes activities that:

- (A) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (B) are an integral part of broad schoolwide and districtwide educational improvement plans;
- (C) give teachers, principals, and administrators the knowledge and skills to provide the students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (D) improve classroom management skills;
- (E) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not one-day or short-term workshops or conferences;
- (F) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (G) advance teacher understanding of effective instructional strategies that are:
- (H) based on scientifically based research (except for programs under Title II, Part D, Enhancing Education Through Technology of this Act); and
- (I) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- (J) are aligned with and directly related to State academic content standards, student academic achievement standards, and assessments and the curricula and programs tied to the standards;
- (K) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (L) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula an assessments;

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- (M) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- (N) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement with the findings of the evaluations used to improve the quality of professional development;
- (O) provide instruction in methods of teaching children with special needs;
- (P) include instruction in the use of data and assessments to inform and instruct classroom practice;
- (Q) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- (R) may include activities that:
 - (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
 - (ii) create programs to enable paraprofessionals (assisting teachers employed by an LEA receiving assistance under Title I Part A) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
 - (iii) provide follow-up training to teachers who have participated in activities described previously in this definition that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

7. Scientifically Based Research:

- (A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- (B) includes research that:
 - (i) employs systematic, empirical methods that draw on observation or experiment;
 - (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - (iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
 - (iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
 - (v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
 - (vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

8. Teacher Mentoring: Activities that—

- (A) consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers, that—
 - (i) are designed to help the teachers continue to improve their practice of teaching and to develop their instructional skills; and part of an ongoing developmental induction process that—
 - (I) involves the assistance of an exemplary teacher and other appropriate individuals from a school, local educational agency, or institution of higher education; and
 - (II) may include coaching, classroom observation, team teaching, and reduced teaching loads; and
 - (III) may include the establishment of a partnership by a local educational agency with an institution of higher education.

9. Technology: State-of-the-art technology products and services.

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- W. ESEA Performance Goals, Indicators, and Performance Reporting:** The LEA assures it has adopted the five performance goals and the related performance indicators established by the U. S. Department of Education and as submitted in the *Texas Consolidated State Application for Funds Under the No Child Left Behind Act*. The LEA also assures that it will develop and implement procedures for collecting data related to the performance indicators where such data is not already collected through the Academic Excellence Indicator System (AEIS) or PEIMS and that it will report such data to the Agency in the time and manner requested.
- X. Transfer of School Disciplinary Records:** The LEA assures it has a procedure in place to transfer disciplinary records, with respect to a suspension or expulsion, to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school. This requirement shall not apply to any disciplinary records with respect to a suspension or expulsion that are transferred from a private, parochial or other nonpublic school, person, institution, or other entity, that provides education below the college level (P. L. 107-110, section 4155).
- Y. Children’s Internet Protection Act (CIPA):** Subpart 4 of the Title II, Part D legislation incorporates the ESEA the requirements of the Children’s Internet Protection Act (CIPA) <http://www.sl.universalservice.org/reference/CIPA.asp>. These provisions require LEAs to certify, under certain circumstances, that schools have adopted and are enforcing Internet safety policies. As a condition of participating in the grant program, LEAs must submit a CIPA certification form to the TEA. The CIPA requirements in the ESEA apply with respect to elementary or secondary schools for which Title II, Part D funds are used to purchase computers used to access the Internet or to pay the direct costs associated with accessing the Internet.

Revised 03/03

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.

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By submitting the application for American Recovery and Reinvestment Act (ARRA) funds (P.L. 111-5), the applicant agrees to comply with the following provisions and assurances for all programs authorized in Division A of the ARRA, including Title I Part A; Title I School Improvement Program (SIP); Title I SIP Academy; Title I Part D, Subpart 2 (Neglected and Delinquent); IDEA Part B Formula and Preschool; Title II Part D, Enhancing Education Through Technology (formula and discretionary); and McKinney Homeless Education Funds. The applicant understands that failure to comply with one or more of these provisions and assurances may result in the Texas Education Agency (TEA) taking one or more enforcement actions authorized in Title 34 of the Code of Federal Regulations (CFR) §§ 74.62 and 80.43.

In addition to the standard terms of award, all funding provided under the Recovery Act will be subject to the provisions, assurances and conditions for American Recovery and Reinvestment Act of 2009 (ARRA or Recovery Act). Except for Title II Part D, Enhancing Education Through Technology discretionary grants, the grant application program description schedules and provisions and assurances contained within the regular formula applications identified in the previous paragraph, as negotiated and approved by TEA for the 2008-2009, 2009-2010, and/or 2010-2011 school years, as appropriate, are hereby incorporated by reference into this ARRA grant application unless otherwise explicitly stated. Grantees must use ARRA funds as described in those applications unless described differently in this ARRA application.

Terms defined:

RECIPIENT – The term “recipient” means a State and includes the Texas Education Agency (TEA). It also includes any entity that applies for and receives a grant directly from the federal government.

RECOVERY FUNDS –The term “recovery funds” means any funds that are made available from appropriations made under the Recovery Act.

RECOVERY ACT – the American Recovery and Reinvestment Act (ARRA) of 2009 (P.L. 111-5)

STIMULUS FUNDS – The term “stimulus funds” means any funds that are made available from appropriations under the Recovery Act; the term may be used interchangeably with “recovery funds.”

GRANTEE – the subrecipient of TEA and applicant of funds.

A. One-Time Funding: Unless otherwise specified, ARRA funding is considered one-time funding that is expected to be temporary. Grantees should expend funds in ways that do not result in unsustainable continuing commitments after the funding expires. Grantees must move rapidly, while using prudent grant management practices, to develop plans for using funds, consistent with the ARRA’s reporting and accountability requirements, and promptly begin spending funds to help drive the nation’s economic recovery. All ARRA funds must be separately accounted for and tracked in their obligation, expenditure, and reporting.

B. Period of Availability and Encumbrances/Obligations: Unless otherwise specified in the Notice of Grant Award (NOGA), all funds are effective from the beginning date specified on the Notice of Grant Award (NOGA) through September 30, 2011. Carryover of funds will not be available beyond that date. Unobligated/unexpended funds will be returned to the Department of Treasury. The paragraph in the General Provisions pertaining to Encumbrances and Obligations applies as follows:

For Discretionary Programs: All encumbrances shall occur on or between the beginning and ending dates of the contract. All goods must be received and services rendered and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. When an obligation is made is defined in 34 CFR 76.707.

For Formula Programs: All encumbrances shall occur on or between the beginning and ending dates of the contract. Contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract not later than 30 days after the end of the contract (or as specified in a program regulation, the standard application system rules, or a request for application) to coincide with the submission of the final expenditure report, due 45 days after the end of the contract. “Obligations” mean the amounts of orders placed, contracts and subgrants awarded, goods and services received, and similar transactions during a given period that will require

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payment by the contractor during the same or a future period. Obligations representing orders placed are reflected in the accounting records as encumbrances. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. When an obligation is made is defined in 34 CFR 76.707.

C. Compliance with Other Provisions and Assurances: All provisions and assurances stated in the General Provisions, Certification Regarding Debarment and Suspension, Lobbying Certification and Disclosure of Lobbying, No Child Left Behind Act (NCLB) Special Provisions and Assurances, and all other program-specific provisions and assurances apply unless they conflict or are superseded by the following terms and conditions implementing the American Recovery and Reinvestment Act of 2009 (ARRA) requirements below. This includes compliance with Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; and all other nondiscrimination provisions. It also includes Title VII of the Civil Rights Act of 1964 (prohibiting race, color, national origin, religion, and sex discrimination in employment; the Americans with Disabilities Act (prohibiting disability discrimination in employment and in services provided by entities receiving federal funds); as well as any other applicable civil rights laws. **By submitting this application, the applicant agrees to comply with all such provisions and assurances.**

D. Compliance with Other Program Statutes: The applicant agrees to comply with the authorizing program statutes, regulations, non-regulatory guidelines, and other guidance in the implementation of the programs receiving funding under ARRA. This includes compliance with comparability; supplement, not supplant; maintenance of effort (MOE); equitable participation for private nonprofit school students and teachers; and all other program-specific provisions and requirements. All such are hereby incorporated by reference.

E. DUNS Number: All entities receiving any federal funds, including ARRA funds, are required to have a DUNS (Dunn & Bradstreet) number. The DUNS number serves as the grantee organization's unique identifier for reporting federal funds received and expended. TEA must use this same DUNS number to report grant awards and expenditures for subrecipients under ARRA to the website specifically provided for in ARRA – <http://www.FederalReporting.gov/>. The assignment of a DUNS number is a condition of award of ARRA funds and must be validated by TEA prior to issuing a NOGA for ARRA funds. (Section 1512[c][4] of ARRA and the federal Office of Management and Budget (OMB) to comply with the Federal Funding Accountability and Transparency Act [FFATA], P.L. 109-282. OMB adopted the DUNS number as the "unique identifier" required for reporting under FFATA).

F. Central Contractor Registration (CCR): All grantees receiving ARRA funds, as well as any other federal funds, are required to register and maintain current registration with the Central Contractor Registration (CCR) database at <http://www.ccr.gov>. Registration in CCR is a condition of award of ARRA funds and must be validated by TEA prior to issuing a NOGA for ARRA funds.

G. ARRA Reporting Requirements: The federal Office of Management and Budget (OMB) is in the process of developing guidance related to reporting the use of ARRA funds to the various websites. The definition of terms and data elements, as well as any specific instructions for reporting, including required formats, will be provided in subsequent guidance issued by the TEA.

The Texas Education Agency as a direct recipient of funds is required to report certain information at certain intervals throughout the grant period as required in Section 1512 of ARRA. In order to meet the reporting requirements, grantees will be required to provide certain information to TEA. By submitting this application, the grantee agrees to provide information in the form, time, and manner requested so that TEA can meet its reporting requirements and deadlines.

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1. **School-by-School Listing of Per-Pupil Educational Expenditures:** Each local educational agency that receives ARRA funds for use under Title I Part A funds (including Title I Part A Improving Basic Programs and Title I SIP Academy Grant) must file with the TEA, no later than December 1, 2009, a school-by-school listing of per-pupil educational expenditures from State and local sources during the 2008-2009 academic year. The format for collecting this information has not yet been determined by TEA. Subsequent instructions will be provided to grantees for reporting this information. By submitting this application, the grantee agrees to submit this information in the time, form, and manner requested by TEA. TEA must report the information to the Secretary of Education by March 31, 2010 (ARRA, Title VIII, Department of Education, Education for the Disadvantaged).
2. **Separate Tracking and Monitoring of ARRA Funds:** ARRA funds must be separately tracked and monitored independently of any non-Recovery Act funding. Funds shall not be commingled with non-Recovery Act funds. Grantees must submit certain information to TEA in order for TEA to comply with quarterly reporting requirements established in Section 1512 of the Recovery Act. Recovery Act-related reporting requirements are incorporated as a special condition of this award.
3. **Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A "direct recipient" is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.
4. **Data Elements for Quarterly Reporting for ARRA:** In accordance with Section 1512(c) of ARRA and the [Federal Funding Accountability and Transparency Act of 2006 \(Public Law 109-282\)](#), TEA is required to provide quarterly reports to the U.S. Department of Education or through a central government-wide portal (<http://www.FederalReporting.gov>). The information proposed by OMB (not yet adopted in final form by OMB) contains the following data elements (Refer to the Federal Register, Vol. 74, No. 61, published April 1, 2009, Office of Management and Budget, Standard Data Elements for Reports under Section 1512 of the ARRA <http://www.gpoaccess.gov/fr/>). By submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested. The information may change pending final adoption by OMB.

For each grant that equals or exceeds \$25,000 in total grant award amount:

- a. The grantee organization's DUNS number (TEA will need to collect this information from grantees)
- b. The grant award number (i.e., NOGA ID number) assigned by TEA (TEA will have this information on file)
- c. The legal name of the grantee organization (as registered in the Central Contractor Registration (CCR), if registered) (TEA will have this information on file provided it is the same legal name on file with TEA)
- d. The physical location (street address) (as listed in the CCR, if registered) (TEA will have this information on file provided it is the same street address on file with TEA)
- e. The (federal) Congressional district number
- f. The grantee organization type (i.e., independent school district, nonprofit organization, etc) (TEA will have this information on file)
- g. The total amount of the grant award (TEA will have this information on file)
- h. The total amount paid to the grantee as of date of report (TEA will have this information on file)
- i. The physical location (street address) of the primary place of performance of the grant (TEA will have this information on file provided it is the same address on file with TEA.)
- j. An evaluation (i.e., status report) of the completion status of the project or activity (for example, Not Started; Less than 50% Completed; Completed 50% or More; Fully Completed) (It is not clear at this time whether this information will need to be collected from the grantees. TEA will notify the grantee in the event status information needs to be collected.)
- k. An estimate of the number of jobs created and the number of jobs retained by the project or activity and a brief description of the types of those jobs (i.e., job titles) (TEA will need to collect this information from grantees.)

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- I. The names and total compensation of the five most highly compensated officers of the grantee organization if the organization in its preceding year received 80% or more of its annual gross revenues in Federal awards and \$25,000,000 or more in annual gross revenues from Federal awards and the public does not have access to information about the compensation of senior executives. (This data element is proposed by OMB. It is not known at this time whether this data element will be required once the data elements are finalized by OMB. If it is required in the final data elements, TEA will need to collect this information from the grantees.)

For grants that equal less than \$25,000 in total grant award amount or for grantees that in the previous tax year had gross income under \$300,000, amounts will be reported in the aggregate according to the following (pending final adoption by OMB):

- a. The total number of grants awarded less than \$25,000 (TEA will have this information file)
- b. The total award (aggregate) amount for all grants less than \$25,000 (TEA will have this information on file)
- c. The total (aggregate) amount paid to grantees for all grants less than \$25,000 as of date of report (TEA will have this information on file)

5. **Posting the Information on Public Website:** Not later than 30 days after the end of each calendar quarter, each federal agency, including the U.S. Department of Education, shall make the information in those reports publicly available by posting the information on the designated public website (Section 1512[d]). Grantees will not be required to post information on the public website unless they apply for and receive other ARRA grants directly from a federal government agency.

Once OMB adopts the final data reporting elements and TEA receives specific instructions for reporting, TEA will provide subsequent guidance to grantees related to required reporting information.

H. Electronic Drawdown of ARRA Funds from TEA and Use of FAR Fund Codes: Recipients will draw down ARRA funds on an award-specific basis. **Pooling of ARRA award funds with other funds for drawdown or other purposes is not permitted.** Recipients must account for each ARRA award separately by referencing the assigned FAR (Financial Accounting and Resource) fund code for each award.

I. Availability of Records: The applicant agrees to make all financial and programmatic records available in detail for inspection by TEA auditors, local independent auditors, and the offices described below.

1. **Examination of Records:** The Comptroller General of the United States and any of its employees, contractors, agents, representatives, or designees, may examine any records related to obligations and use by any state or local government of funds made available under ARRA. (Section 901[b]).
2. **Access of Government Accountability Office (GAO):** Each contract and each subcontract awarded using funds made available under ARRA shall provide that the Comptroller General of the United States and his representatives are authorized to examine any records of the contractor or any of its subcontractors, or any State or local agency administering such contract, that directly pertain to, and involve transactions relating to, the contract or subcontract and to interview any officer or employee of the contractor or any of its subcontractors, or of any State or local government agency administering the contract, regarding such transactions (Section 902).
3. **Reviews by Inspector General:** The inspector general of the U.S. Department of Education shall review, as appropriate, any concerns raised by the public about specific investments using funds made available in this Act. Any findings of such reviews shall be relayed immediately to the Secretary of Education. In addition, the findings of such reviews, along with any audits conducted by any inspector general of ARRA funds, shall be posted on the inspector general's website and linked to the recovery.gov website, except that portions of reports may be redacted to the extent the portions would disclose information that is protected from public disclosure under sections 552 and 552a of Title 5, United States Code (Section 1514).

SCHEDULE #6F— PROVISIONS AND ASSURANCES FOR THE AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009 – ADDITIONAL FORMULA FUNDS UNDER DIVISION A	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2009-2010 and 2010-2011 ARRA, Division A Programs	County-District No. <u>015-905</u>
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4. **Access of Offices of Inspector General to Certain Records and Employees:** With respect to each contract or grant awarded using ARRA funds, any representative of an Inspector General of the U.S. Department of Education or other appropriate federal agency is authorized to examine any records of the contractor or grantee, any of its subcontractors or subgrantees, or any State or local agency administering such contract, that pertain to, and involve transactions relating to, the contract, subcontract, grant, or subgrant, and to interview any officer or employee of the contractor, grantee, subgrantee, or agency regarding such transactions (Section 1515).

5. **Recovery Accountability and Transparency Board:** Section 1521 of the ARRA establishes the Recovery Accountability and Transparency Board to coordinate and conduct oversight of ARRA funds to prevent fraud, waste, and abuse. The Board shall submit “flash reports” on potential management and funding problems that require immediate attention; quarterly reports; and annual reports to the President and Congress, including the Committees on Appropriations of the Senate and House of Representatives, summarizing the findings on the use of ARRA funds. The Board may conduct its own independent audits and reviews of ARRA funds. All reports shall be made publicly available on the www.recovery.gov website established by the Board. See paragraphs J and K below with regard to reports of suspected fraud or abuse (Sections 1523 and 1524).

6. **Recovery Independent Advisory Panel:** Section 1541 of the ARRA establishes the Recovery Independent Advisory Panel to make recommendations to the Recovery Accountability and Transparency Board on action the Board could take to prevent fraud, waste, and abuse relating to ARRA funds.

- J. Disclosure of Fraud or Misconduct:** Each grantee awarded funds made available under the ARRA shall promptly refer to the USDE Office of Inspector General any credible evidence that a principal, employee, agent, contractor, subrecipient, subcontractor, or other person has submitted a false claim under the False Claims Act or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving those funds.

- K. Protection for Whistleblowers:** Section 1553 of the ARRA provides protection for State and local government and contractor whistleblowers. Any employee of any employer receiving ARRA funds may not be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing, including a disclosure made in the ordinary course of an employee’s duties, to the Recovery Accountability and Transparency Board, an inspector general, the U. S. Comptroller General, a member of Congress, a State or federal regulatory or law enforcement agency, a person with supervisory authority over the employee (or such other person working for the employer who has the authority to investigate, discover, or terminate misconduct), a court or grand jury, the head of a federal agency, or their representatives, information that the employee reasonably believes is evidence of (1) gross mismanagement of an agency contract or grant relating to ARRA funds; (2) a gross waste of ARRA funds; (3) a substantial and specific danger to public health or safety related to the implementation or use of ARRA funds; (4) an abuse of authority related to the implementation or use of ARRA funds; or (5) a violation of law, rule, or regulation related to an agency contract (including the competition for or negotiation of a contract), or grant, awarded or issued relating to ARRA funds. A person who believes that he or she has been subjected to a reprisal may submit a complaint regarding the reprisal to the inspector general for the appropriate federal agency (in most cases, the U.S. Department of Education).

- L. Use of Funds:** The grantee agrees to comply with the applicable federal cost principles in the obligation and expenditure of ARRA funds as identified in the General Provisions and Assurances as well as other limitations or restrictions and expenditures identified therein. The grantee also agrees to the following:

SCHEDULE #6F— PROVISIONS AND ASSURANCES FOR THE AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009 – ADDITIONAL FORMULA FUNDS UNDER DIVISION A	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2009-2010 and 2010-2011 ARRA, Division A Programs	County-District No. <u>015-905</u>
Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009		

1. **Consolidation of ARRA Administrative Funds:** Due to the significant reporting requirements under ARRA, **it is not known at this time whether grantees may consolidate ARRA administrative funds with other NCLB consolidated administrative funds.** TEA will issue further guidance with regard to this provision once guidance is provided by the U.S. Department of Education. If ARRA funds are permitted to be consolidated with other NCLB consolidated administrative funds, grantees must still be able to report the types and number of jobs that were created or saved with ARRA funds.
2. **Combining ARRA Funds on a Schoolwide Program:** Due to the significant reporting requirements under ARRA, **it is not known at this time whether grantees may combine ARRA funds with non-ARRA funds on a Title I Part A schoolwide campus.** TEA will issue further guidance with regard to this provision once guidance is provided by the U.S. Department of Education. If ARRA funds are permitted to be used on a Title I Schoolwide Campus/Program, funds may be combined with other funding sources, but grantees still must be able to identify precisely the items of obligation and expenditure for ARRA. You must also be able to report the types and number of jobs that were created or saved with ARRA funds
3. **Special Contracting Provisions:** To the maximum extent possible, contracts funded under the ARRA shall be awarded as fixed-price contracts through the use of competitive procedures. A summary of any new contract awarded with ARRA funds that is not fixed-price and not awarded using competitive procedures shall be posted in a special section of the www.recovery.gov website established by the Recovery Accountability and Transparency Board (Section 1554).
4. **Use of Funds for Certain Expenditures Prohibited:** ARRA funds shall not be used for any casino or other gambling establishment, aquarium, zoo, golf course, or swimming pool (Section 1604).
5. **Use of Funds for Construction Prohibited:** Unless specifically authorized in the applicable program statute, regulations, guidelines, Request for Application (RFA), TEA Standard Application System (SAS), the approved grant application, or other written authorization, none of the ARRA additional formula funds shall be used for construction, remodeling, or renovation.
6. **Buy American - Use of American Iron, Steel, and Manufactured Goods:** If construction is allowed and approved pursuant to the previous paragraph pertaining to "Use of Funds for Construction Prohibited", none of the funds may be used for the construction, alteration, maintenance, or repair of a public building or public work unless all of the iron, steel, and manufactured goods used in the project are produced in the United States unless waived by the Secretary of Education (Section 1605).
7. **Wage Rate Requirements for Contracted Laborers and Mechanics– Compliance with the Davis-Bacon Act:** Subject to further clarification issued by the Office of Management and Budget, and notwithstanding any other provision of law and in a manner consistent with other provisions of ARRA, all laborers and mechanics employed by contractors and subcontractors on projects funded directly by or assisted in whole or in part by and through the Federal Government pursuant to this award shall be paid wages at rates not less than those prevailing on projects of a character similar in the locality as determined by the Secretary of Labor in accordance with subchapter IV of chapter 31 of title 40, United States Code. With respect to the labor standards specified in this section, the Secretary of Labor shall have the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (64 Stat. 1267; 5 U.S.C. App.) and section 3145 of title 40, United States Code (Section 1606).

M. Compliance with OMB Circular A-133 Audits and Schedule of Expenditures of Federal Awards:

Grantees agree to separately identify the expenditures for each grant award funded under ARRA as required by Office of Management and Budget Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations" and to comply with all other provisions of the Single Audit Act and OMB Circular A-133.

SCHEDULE #6F— PROVISIONS AND ASSURANCES FOR THE AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009 – ADDITIONAL FORMULA FUNDS UNDER DIVISION A	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2009-2010 and 2010-2011 ARRA, Division A Programs	County-District No. <u>015-905</u>
Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009		

N. Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009 Specific Provisions and Assurances

The applicant agrees to the following provisions and assurances related to programs under NCLB, Title II, Part D:

1. Supplement not supplant: The applicant provides assurance that financial assistance provided under this grant will supplement, and not supplant, State and local funds.
2. The applicant provides assurance that it will assess the Texas Campus and Teacher STaR Charts for and that on the basis of that assessment, it will select Focus Areas for the grant that are best suited to moving the high-need LEA toward Target Tech level and to meeting the goals of the Long-Range Plan for Technology.

If applying as a collaborative, the applicant must provide assurance that it will assess the Texas Campus and Teacher STaR Charts **for every LEA** in the collaborative and that on the basis of that assessment, it will select Focus Areas for the grant that focus on the needs of the high-need LEA(s) while moving all LEAs in the collaborative toward Target Tech level and to meeting the goals of the Long-Range Plan for Technology.

3. The applicant provides assurance that it will oversee a curriculum redesign process to ensure that districts are making substantial progress toward 21st Century classroom technology goals.
4. The applicant provides assurance that all districts will submit a curriculum redesign plan in conjunction with their first progress report. The applicant provides assurance that districts will be provided with the necessary infrastructure to support 21st Century classrooms and enhance student instruction.
5. The applicant must provide assurance that districts will be provided with the necessary infrastructure to support 21st Century classrooms and enhance student instruction.
6. The applicant provides assurance that districts will be provided with appropriate technical support.
7. The applicant must provide assurance that it will identify and budget for grant project leaders (a minimum of two people) to attend two annual Target Tech in Texas Collaborative Grant Leadership Conferences, i.e., in school year 2009-2010 and 2010-2011. The first conference will be held in Austin, Texas at a date to be determined.
Applicants should budget for a total of 3 days for each year of the conference.
8. The applicant must provide assurance that it will contract with an external evaluator to evaluate the program, and that it will expend no more than 8% of the total grant award on evaluation services.

9. Public Law 107-110, Section 9521, states "a local educational agency may receive funds under a covered program for any fiscal year only if the State educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of such agency and the State with respect to the provision of free public education by such agency for the preceding fiscal year was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second preceding fiscal year".

LEAs are responsible for maintaining effort and for documenting maintenance of effort (MOE). TEA will verify each LEA's MOE using information obtained from the PEIMS database. TEA staff will notify the applicant in the event fiscal effort has not been maintained. The final grant amount will be reduced in exact proportion by which the LEA fails to meet 90 percent of the combined fiscal effort per student and aggregate expenditures (using the measure more favorable to the LEA. [P. L. 107-110, Title IX, Section 9521.]

10. Subpart 4 of the NCLB Title II, Part D, legislation incorporates the ESEA requirements of the Children's Internet Protection Act (CIPA). These provisions require LEAs to certify, under certain circumstances, that schools have adopted and are enforcing Internet safety policies. As a condition of participating in the grant program, LEAs must submit a CIPA certification to TEA. (See **Schedule #1—General Information, Part 2, List of Required Attachments.**) The CIPA requirements in the ESEA apply with respect to elementary or secondary schools for which Title II, Part D, funds are used to purchase computers used to access the Internet or to pay the direct costs associated with accessing the Internet.

For paper grants, the signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule. For eGrants, the certification and submittal of the eGrant application indicates acceptance of and compliance with all requirements described on this schedule.

Division No. 711-001
Texas Education Agency
William B. Travis Building
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1701 N. Congress Avenue
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TO: Edgewood ISD
Hoelscher Development Center
Attn: Daniel S. Meza, Grant Administrator
1602 W. Thompson Place
San Antonio, TX 78226

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This acknowledges receipt of your application submitted under the Request for Application for: **Target Tech in Texas (T3) Collaborative Grant - ARRA (RFA# 701-09-118)**

Please reference the Document Control Number shown below in all correspondence regarding this application.

Daniel S. Meza, Edgewood ISD Grant Administrator

Applicant's Contact Person (To be completed by applicant)

Document Control Number (Assigned by TEA)

CUT ALONG DOTTED LINE AND ATTACH TO FIRST COPY OF APPLICATION

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Please print this page and preceding page (front/back) on card stock (US Postal Service requirement for postcards) so that we may mail it to the appropriate person.

Application Receipt Acknowledgment

This postcard is provided to expedite the notification of receipt of your application in the Texas Education Agency's Document Control Center. Cut out and self-address this postcard on the reverse side so that it will be returned to the proper person at your organization. Indicate any information that would be helpful to you in identifying this application.

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